		operational and reflecting industry needs.	
Raied Salman Christine Dai	Achieve greater external recognition and success of academic programs	The diversity of the student population is reflective of the community that STU serves. Community awareness of, respect for and satisfaction with the University is high. There is an increased performance by students on external measures of excellence	
Erwin Xu	Enhance existing facilities and information technology, and ensure a well-maintained online learning environment that supports teaching, learning, and quality of life	Students, graduates, and employers express satisfaction with the degree of technology training incorporated within the academic programs. There is increased efficiency and effectiveness in accessing knowledge. Stakeholders express satisfaction with the degree to which technology is integrated within the administrative operations of the University. Stakeholders express satisfaction with the ability to access necessary information and communication tools. Internet bandwidth between the College and the outside world increased from 100 Mb to 1Gb and standardized speed to desktop devices across all campus. Develop an Information Management Strategy to ensure best use of resource and data security.	

STRATEGIC GOAL 2 ENHANCED STUDENT SUCCESS			
Responsible Person	Objective	Measurable Outcome	Target Year
Nancy Liu	Recruit well-prepared, promising, and motivated students of diverse ethnicities and cultures consistent with the University's mission	Applicants and students are satisfied with the range of programs available. More and better students. Increase enrollment of transfer students and awarding of degrees by 3% each year. Recommendations from students. Graduate employment is high. Champion students to new levels of intellectual and personal achievement. The number of programs and number of students grow at STU.	2014
Simon Huang	Strengthen academic resources and student support services	Image Awareness Evaluations. Level of enrolments, retention, persistence and graduation are high. Students can access their program of first choice. Students are satisfied with access to support services. Exit surveys.	2014
STRATEGIC GOAL 3 GREATER INSTITUTIONAL AND FINANCIAL EFFECTIVENESS			
Responsible Person	Objective	Measurable Outcome	Target Year
Harold Harris	Integrate institutional	Consider providing cash bonus	2016

		planning and assessment to improve effectiveness	awards annually based on annual performance.	
			Prepare reasonable adjustment plans for 100% of identified students and staff.	
			Equality & Diversity training provided to all staff and faculty.	
			Online Equalities training provided as part of induction (Cylix) for staff and students. Independent external assurance from internal and external auditors.	
Harold Harris	Strengthen existing sources of revenue support, and create new sources, for student and faculty research and outreach programs	Enhance the University facilities to support friendly and efficient customer service.	2015	
			University revenue, including fundraising, meets or exceeds targets.	
			Scholarship/bursary/endowment and other approved fundraising targets are achieved.	
			Other funding sources in line with University strategic objectives identified and pursued.	
Raied Salman	Increase visibility and alumni engagement	Employers express high satisfaction with the preparedness of the graduates	2015	
			Communications and marketing plan approved and operational.	
			University alumni database achieves targets for revenue and growth.	
Harold Harris	Ensure fiscal stability and appropriate stewardship of resources	Staff, students, and members of the external community exhibit a high level of satisfaction with the University.	2015	

		Distribution of revenue is appropriate among key participants including students and University strategic business units.	
		Successful delivery against original/revised budgets.	
		Program and service costs are comparable with like institutions.	
		Managers have appropriate information for decision-making.	
		Minimal legal or liability issues are experienced by the University.	

STRATEGIC GOAL 4			
COMMITMENT TO ENGAGEMENT AND COMMUNITY SERVICE			
Responsible Person	Objective	Measurable Outcome	Target Year
Harold Harris	Enrich the community through increased engagement of the University's resources	Chamber of Commerce & Business partners The community is satisfied that STU is a barrier-free educational institution. Business & industry partners provide equipment, facilities and/or technology to STU.	2016
Raied Salman Christine Dai	Improve the educational well-being of the community	Number of internships/ placement. Number of placement within 90 days. Employers are satisfied that program offerings meet the needs of the workplace.	2014

STRATEGIC GOAL 5			
CURRICULUM ENHANCEMENT			
Responsible	Objective	Measurable Outcome	Target

Person			Year
Raied Salman	Provide high quality, relevant and innovative business and IT technology education for undergraduate and graduate students	Programs meet national standards of relevant accrediting bodies, professional and technical associations Implement a comprehensive approach to ensure programs adapt to the global marketplace and workplace.	2015
Harold Harris	Continue to internationalize the curriculum	Provide global pathways options for students. Increase student participation in international programs. Have students apply for Fulbright, DAAD, and other award programs. The number of international staff and student exchanges increase. The number of STU programs and services exported to the international market increase.	2015
Raied Salman	Continually improve the University's program and curriculum review process	Graduates experience success. In three years, every program will embed cross-disciplinary learning, experiential learning opportunities and flexible learning options that enable students to access courses offered online.	2014

STRATEGIC GOAL 6 DISTANCE LEARNING PROGRAMS EXPANSION			
Responsible Person	Objective	Measurable Outcome	Target Year
Raied Salman	Si Tanka University will become a leader in the US in distance education by 2017	There are increasing numbers of program accreditation agreements, institution transfer agreements and partnership agreements.	2017

| | | Individual agencies and corporations work with and support the University.

Public and other colleges perceive STU as a leader in post-secondary education.

Improve access for students to their data through a single access point. | |

STRATEGIC GOAL 7

DISTANCE LEARNING PROGRAMS ENHANCEMENT

Responsible Person	Objective	Measurable Outcome	Target Year
Raied Salman Christine Dai	Si Tanka University will implement support and response structures for faculty and students to facilitate equitable, successful completion of online courses and programs	Implement program review process for programs and services that promote, develop, and foster educational opportunities and partnerships.

Build upon the success of the online process first year, implementing feedback from students and applying these lessons to update the Online Application system for the beginning of academic year 2015/2016.

Programs develop and maintain credit transfer and articulation arrangements with appropriate university programs

Ensure that curriculum is relevant and meets business, industry and community needs.

Integrate and update Business Development processes, including development of an employer portal in 2014/2015. | 2015 |

		Utilize University communication channels to proactively support students on issues such as attendance. Integrate Moodle and G.A.M.E.S. within core MIS to allow integrated reporting.	

Gap Analysis

Gap analysis compares two things, to measure the difference between them. Often gap analysis helps in comparing two different states of something - the current state and the future state. Once the gap is identified, one can look for ways of bridging the gap.

Gap analysis is a method that Si Tanka University uses to measure the difference between its current, and anticipated future. This assumes it continues with its present strategies. It also means having a desired or targeted future state to compare with.

Team Goals (Where do we want to be?):

1. Alignment and shared vision among all University employees to achieve consistent service outcomes.
2. Standard instructional technology support options for STU.
3. Shared tools and resources to resolve instructional technology support issues.
4. Common knowledge repository for all instructional technology support staff.
5. Operational level agreements to establish accountability for University resources and processes.
6. Empower users by developing self-service options (training, knowledgebase, videos); calling support specialist should be the last resort option.
7. Create a shared support model between support staff and University employees.
8. Develop common reports and KPI to measure and track service trends.
9. Develop a comprehensive list of all available instructional technology systems and software and make it available for users.
10. Streamline end user communications by developing a communication plan to provide timely updates.

Current State Assessment (Where are we now?):

An in-depth assessment of the existing and planned instructional technology resources and support services (including hardware, software, personnel, support services, telephone support, chat support, online self-service resources, training support online, equipment loans, BYOD device support, evening and weekend technical support services, adaptive technology support, multimedia support, knowledge management, instructional technology evaluation support services incident and problem management) revealed several key themes and findings:

Finding I: University wide Learning Management Systems (Moodle) is managed and delivered from the University campus. University support staffs are primarily involved in providing front-line support including application administration, technical support and training services for University systems and specific resources.

Finding II: For the past several years, key instructional technology staff and faculty from the University offices have collaborated on various systems and practices including design, development, utilization, management, evaluation of technology processes and resources used for teaching and learning. As a result, regardless of the different organizational structures at the University, many of the systems and practices are mostly aligned.

Finding III: Students and Faculty enroll and teach in more than one department. Inconsistency with key instructional technology processes lends to increased confusion among instructional technology users.

Finding IV: Availability of funding and personnel resources varies in each department which causes differences and varying levels in instructional technology support services.

Proposed Actions (How do we get there?):

- Establish an instructional technology program review group made up of members of faculty and staff to create a plan focusing on continuous improvement assessment for instructional technology programs and support.
- Conduct an annual roadmap presentation in each department that provides vital insights on instructional technology plan and support.
- Create a responsibility assignment matrix and a shared communication plan/strategy to clearly identify roles accountability and lines of authority. The matrix and plan should be updated on an annual basis.
- Review current system access permissions and establish a shared administration support model with each system implementation where key individuals at the University are provided with elevated permissions to resolve end user issues.

Operational Support

- Create an official, common and shared knowledgebase repository for all instructional technology operational staff within the central service management solution. The knowledgebase will only be accessed by Instructional Technology support staff. Establish a collaborative process to regularly update, expand and refine content within the knowledgebase.
- Create a single SharePoint repository for use by all Instructional Technology operational support staff to share standard operating procedures, key contact lists, communication plans, support, training courses, process maps, flow charts, videos and support guides.
- Define a process and a template to document all standard operating procedures related to Instructional Technology.

Faculty Support

- Develop a common and shared eLearning website for all Faculty members that clearly describe available support options, events, opportunities, projects, staff contacts, hours of operation, etc.

- Develop a Footprints workspace to document all Instructional Technology issues. Create a standard operating procedure to track all service management issues. Establish a weekly process to review outstanding problems. Use the collected data to drive decisions and priorities.
- Create an interactive knowledgebase for faculty members that includes feedback mechanisms.

<u>Student Support</u>

- Develop a common and shared eLearning website for all students that clearly describes available support options, events, opportunities, projects, staff contacts, hours of operation, etc.
- Create an interactive knowledgebase for students that include feedback mechanisms.
- Create a standard online orientation program for all STU students who are new to taking online courses.
- To improve students' technology proficiency and student success, create an online and a face-to-face computer literacy workshop using a common and shared curriculum for all STU students.

Conclusion

The gap analysis activity was a combined effort of key University Information Technology, Distance Education and Instructional Technology stakeholders. This collaborative effort allowed the team to review available resources, brainstorm objectives, identify shortcomings and define a plan of action to bridge the gaps.

Future Plan

The entire planning process, from its inception, has been formed by the University's Institutional Improvement Plan Document. The fundamental purpose of that document was to provide a view of our aspirations for Si Tanka University in the year 2020. It has served, in a sense, as the "constitution" for the change and planning initiatives at STU, enabling us to measure our plans against a coherent sense of direction and goals. It is, of course, likely that we will reaffirm most—if not all—of that document, but the process of review and rethinking is itself essential to the ongoing vitality of our efforts.

At the same time, in the many discussions revolving around strategic planning that have taken place in the past year, it is evident that we have a shared inventory of concrete expectations for the University's future—a picture of what STU can and should be as we fulfill the promises that we have made to our students, to our alumni, and ultimately to ourselves. That picture, while perhaps not sufficiently focused in many of these discussions, ultimately has had a profound influence on the nature of our priorities, decision-making, and operational behavior.

The complete inventory of our collective picture for STU's future—the details of "STU's portrait" in the year 2020, is probably quite long, but the following comprise the core characteristics of the University five years from now that inform the ongoing planning process:

- Excellence is the defining characteristic of the STU experience for students at all levels; the University is nationally recognized for overall educational quality, and for specific centers of excellence.
- Si Tanka University plays a leadership role on the national level in the systematic and meaningful integration of online education with professional preparation, and in the meaningful integration of the academic program with student life and experiential learning.
- Education at STU University is characterized by a strong emphasis on interdisciplinary and international learning that prepares students to function effectively in an increasingly complex global environment.
- Si Tanka University has a constellation of international university partnerships that creates a broad range of learning and research opportunities for students, faculty, and staff.
- The University complements its emphasis on both graduate and undergraduate education focused on key distinctive strengths of the University and that respond to the needs of the region and the nation.
- The University addresses the learning and professional development needs of the country's adult population through a variety of innovative models, including the STU Business Alliance, and a robust web-based distance learning program.
- The demographics of STU's students, faculty, and staff reflect the rich diversity of the American population, and the STU educational process prepares students to function effectively in an environment characterized by difference.

- The University's budget is characterized by integrity, based on conservative assumptions about projected revenue and expenses and on long-term planning; the University's resource allocation is consistent with strategic priorities.
- Decision-making at all levels is driven by institutional goals (as identified in the Institutional Improvement Plan) and by our shared values as a community.
- The operating behavior of the University is characterized by transparency and effective communications, and grounded in a culture of assessment.

The Challenges Ahead

As noted earlier, it is essential that the Institutional Improvement Plan position the University to manage—and to exploit—the challenges ahead. Institutional Improvement Plan 2014 - 2017 identified the following as the core set of challenges facing STU University:

• Budget
• Student enrollment
• Increasing competition
• Diversity
• Technology

At the same time, our successes in completing many of the tasks identified in Institutional Improvement Plan 2014 - 2017, as well as changes in circumstances (both internal and external), have led us, in many ways, to more nuanced definitions of the many issues that must play a role in our deliberations, and that ultimately have to be managed as we go forward. These challenges, and in subsequent discussions by the Advisory Committee and the Board of Directors, include:

•   Continue to increase the intellectual vitality of the University and the integration of student life with learning
•   Develop and implement a robust assessment infrastructure
•   Address the challenges imposed by DEAC accreditation standards
•   Develop a concrete plan regarding enrollment capacity, ideal size, growth in selected areas, and recruitment strategies
•   Manage resources and expenses effectively
•   Manage expectations and develop effective campus communications
•   In addition, there are two challenges—meta-issues—that relate to the plan itself, and that we must manage successfully if the overall process is to yield the results that we desire:
•   Ensure that our plan and our vision become a reality
•   Develop a culture of strategic behavior

In this STU Institutional Improvement Plan 2014 – 2017, it describes a comprehensive set of objectives and tasks designed to realize the University's vision for the future, meet the goals that we have set for ourselves, and manage in a productive manner the challenges that we face.

Monitor – Evaluation

Strategic planning pays dividends to institutions when approached in a disciplined process with top-down support and bottom-up participation. At Si Tanka University, the evaluation process needs to be on going and continuous. It provides a clinical check-up on the progress of the University compared to both the near term Action Plan and the long-term Institutional Improvement Plan; and a timeframe to determine if the hurdles set up through the scorecard are being met. In addition, the evaluation process provides a time to determine if results are still meaningful and do they add to the goals of continuous improvement for the University and add real value to its students?

During the strategic planning process there was a constant focus on both the internal and external factors impacting STU. During the evaluation process there needs to be a continuous measurement of the circumstances both inside and outside of the University. Significant changes in conditions or in performance signal the need to consider adaptation to the near term Action Plan to steer the business back on the course set by the Institutional Improvement Plan and the Scorecard. Any changes in the near term Action Plan must still conform to the parameters of the long term Institutional Improvement Plan.

In cases where the changes cannot be accommodated in the near term Action Plan then consideration for Institutional Improvement Plan changes are likely called for. In this case a repeat of part of all of the strategic planning process will help to get the business back on course and in a position to meet its goals and satisfy student needs.

At Si Tanka University, changes in the Institutional Improvement Plan are normally driven only by significant changes in the external or internal conditions identified in the strategic planning process or by some new material condition in the business environment. Minor or insignificant changes in the marketplace can usually be addressed by changes in the near term Action Plan.

In cases of significant changes it may be necessary to revamp the Institutional Improvement Plan. These types of significant changes in the business environment are less common in traditional product and educational institutions and more common in high technology, new technology of rapidly changing market conditional situations. The process of evaluation of the Institutional Improvement Plan needs to be ongoing. It calls for attention and sensitivity to the environment inside and outside of Si Tanka University. It is the responsibility of both the Executives and Middle Management to keep tuned in to conditions and to sound the signal when significant occurrences are identified or anticipated.

The Evaluation Process is best conducted with both a formal and informal component. The formal component may be a quarterly, or other timely period, evaluation of conditions. The informal process is the discipline of the faculty and staff to have conversations or email exchanges with students. It is a continuous process of benchmarking both inside and outside of the University, including institutions not in a directly competitive set; and it is being sensitive to changing conditions within the University.

The on-going Evaluation Process is the early warning system for the University. A well established formal and informal process and practice in this area can be of significant value to the University. It keeps the near term Action Plan on tract and the long term Institutional

Improvement Plan vital and effective in steering the University through constant environmental change while delivering consistent and predictable results.

The final decision that comes out of the Evaluation Process is to determine the extent to which the Institutional Improvement Plan and Scorecard needs adjustment to continue to be effective as a working tool keeping STU on course. The final test is to determine if the University is meeting the expected results for the administrators, faculty, staff and most importantly, the students.

Summary

The Si Tanka University Institutional Improvement Plan for 2014 – 2017 reflects the University's vision for implementation of an open-laboratory strategy that enables thinking across interdisciplinary, cultural, and geographic boundaries; swift translation of ideas into action; leveraging of funding resources; and innovation through engagement and collaboration with student, faculty, staff, business, industry, and community partners.

This three-year plan is intended to leverage STU's numerous strengths while aggressively confronting the challenges faced. The University's direction and progress are reflected in the proposed implementation of several transformational strategies that relate to specific University-wide initiatives consistent with:

- Si Tanka University President's major imperatives: excellence; student engagement; diversity/demographics; student career success and economic development; accessibility; and technology.
- University Academic Dean's pillars of strategic planning: promoting University programs; securing our resources; transforming education; building our digital future; and valuing and exploring our cultures.
- The University's progress toward/responses to University-wide learning outcomes, strategic performance indicators, diversity efforts, academic advisors' recommendations, ethical behavior, sustainability, and budget planning.

EVALUATION VISIT MEETING ROOM MATERIALS
Initial and Renewal of Accreditation Visit

Institutions are to place the following materials in the room provided to the evaluation team. Additional materials may be requested when the team is at the institution.

1. Current Information

    a. Class schedule including course names, numbers, titles, room numbers, class times, names of instructors, and student enrollment by class period for the entire term/quarter/semester/module
    b. Student enrollment on day(s) of visit by program and by day and evening divisions
    c. Floor plan of facility
    d. Staff roster and organization chart
    e. Course syllabi for currently offered courses (For courses not offered in the current term, the syllabi must be provided with the exception of the following items: instructional materials and references, out-of-class activities and assignments, assessment criteria, and method of evaluating students)
    f. All admissions tests and test cut-off scores for each program
    g. If ability-to-benefit students are admitted, complete documentation evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes, as well as the contract for the independent test administrator
    h. Two copies of the most recently completed, and the prior year's ACICS Campus Accountability Reports along with the complete back-up documentation. This must include information to support enrollment, graduate, and withdrawal numbers and placement information such as student name, program of study, graduation date, job title, employer name, and employer telephone numbers
    i. A copy of the current Campus Effectiveness Plan along with the progress reports and/or prior year's Campus Effectiveness Plan
    j. Board of directors and administrative staff meeting minutes
    k. Faculty meeting minutes
    l. Documentation of in-service training sessions held and the schedule for upcoming session
    m. Schedule and documentation of community resources utilized for each program (organized by program)
    n. A copy of the Certificate of Attendance at an ACICS Accreditation Workshop for the chief on- site administrator or self-study coordinator
    o. Copies of correspondence with ACICS for any approvals or notifications for modifications since the last Renewal of Accreditation Visit (learning sites, new programs, distance education activity, substantive/non-substantive changes to an existing program, change of location, change of name, etc.)
    p. A copy of the approved and most current Academic Analysis for each program. If applicable, this includes approved Clock to Credit Profiles with corresponding letters of approval.
    q. Library budget
    r. Copy of official transcript

2.   Official Documents

    a.   Corporate Charter
    b.   Articles of Incorporation, and Certificate of Incorporation or other appropriate documentation of legal structure and ownership of the institution and a chart outlining the ownership structure
    c.   Certificate of good standing relative to an institution's corporate statute and/or legal identity
    d.   State license and authorization to award degrees (if applicable)
    e.   Most recent state and VA compliance reports
    f.   Documentation that the facilities are in compliance with local, state, and federal laws governing fire, safety, and sanitation
    g.   Documentation that the institution is in compliance with copyright laws for instructional materials utilized
    h.   U.S. Department of Education Program Participation Agreement and Eligibility and Certification Approval Report (if applicable)
    i.   Reports from most recent reviews by agencies such as the U.S. Department of Education, Inspector General, and guarantee agency, as well as the institution's student financial aid compliance audit
    j.   Third-party contracts with other educational institutions or contracts such as JTPA
    k.   Correspondence with state regulatory agencies and accrediting agencies other than ACICS, if any

3.   Files

    a.   Administrative staff personnel files that include updated ACICS data sheets
    b.   Faculty personnel files that include updated ACICS data sheets, copies of administrative and student evaluations, and faculty development plans with documentation of their implementation
    c.   A list of names of currently enrolled students by program, which includes their start date, drop date (if applicable) and any Satisfactory Academic Progress (SAP) status
NOTE: Student files will be selected randomly for review by team members.

4.   Inventories

    a.   Library resource and reference materials including online materials (if applicable)
    b.   Instructional equipment for all programs

5.   Publications

    a.   Most recent ACICS self-study or branch application
    b.   All current advertising and promotional literature, including scripts, copies of newspapers, magazines, brochures, and thumb drive or CD of radio and television ads
    c.   All current internal recruitment materials including admissions orientation packets, YTD admissions meeting minutes, copy of standard interview and phone scripts, and communication with external recruiters (if applicable)
    d.   Student, faculty, and staff handbooks (if applicable)
    e.   Current catalog with all addenda (if applicable)
    f.   Previous two years catalogs and addenda (if applicable)

Evaluation Team Report –INITIAL GRANT VISIT REPORT
ID for Campus Visited: 00276405
Main Campus ID: 00276405
Staff Contact: Ms. Karly Zeigler – Phone: (202) 336-6846
Application ID: 69382
VISIT RESPONSE DUE DATE: March 13, 2017

Mr. Harold Harris
President
Si Tanka University
5000 S. Broadband Ln., Suite 123
Sioux Falls, SD 57108
harold.harris@sitanka.us

Dear Mr. Harris:

A copy of the report prepared by the Council's evaluation team that recently visited your institution is attached. The Council invites you to respond to this report in two ways before it takes formal action on your institution's application for accreditation. **First, please acknowledge that you have received and read the report and include any comments about the report or the visit by uploading your acknowledgment and comments in the online application and selecting the label "Acknowledgment of Visit Report."** Second, please submit your response to the findings in the report via your online application under "Citations." The Council offers the institution ten days to formally respond to the report; therefore, your response should be uploaded by the date indicated above.

We look forward to receiving your response. You will be notified in writing of the Council's decision following its next meeting.

Visit Response
Your response should pertain to the findings notated in the report or letter. The following information provides suggestions for developing your response. Please include information on any significant changes that have taken place at the institution since the site visit.

Web-Based Submission of Campus Response
ACICS has implemented a web-based submission process for all visit responses. The response to each finding must be uploaded under the application ID number associated with the visit (this is noted on the cover page of the team report). Each finding must include a narrative and supporting documentation (if applicable). If supporting documentation covers more than one finding, the campus is required to duplicate the documentation and upload it in each finding. Submission of a current catalog need only be uploaded

ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

once and only if referenced in the response. If you have any questions, please send your inquiry to Linda Lundberg at llundberg@acics.org.

Process:

Once the campus logs on to the ACICS membership website, go to the "In Process Applications" heading, select the application name and ID. The campus will then click either "Citation Documents" and upload each response document as described below. (Please see the attached "Preparing the Institutional Response" for step-by-step visual instructions on how to upload your response into your institution's Member Center Account.)

IMPORTANT: *Document Labels*
The institution may name the document any appropriate file name. However, each document must be labeled with the corresponding 'Document Type.'

> Example: the document type submitted to satisfy response:
> **Finding 1 Narrative** task must be labeled ***Narrative 1***.

If a campus needs to submit multiple pieces of information to support one citation response, this information should be combined into one document prior to uploading. Note: The capacity size for each upload task is 100MB, if this combined document exceeds this limit, then the campus may separate the document and upload each of these documents separately with different file names, as long they are labeled with the correct "Document Type."

Response Tasks
Below is the format for how the listing of "Document Type" will appear once the document is uploaded. Each visit type will have a standard amount of visit *Response* tasks. Upload your response document and label each one accordingly. Ignore tasks that exceed your response requirement.

> Narrative 1
> Supporting Document 1
> Narrative 2
> Supporting Document 2
> Narrative 3
> Supporting Document 3

Responses should be professional in appearance. The responses should be paginated and well-organized to ensure a complete and sufficient review.

Sincerely,

(b)(6)

Linda J. Lundberg
Accreditation Content Editor
Accreditation and Institutional Development

Attachments

INITIAL GRANT VISIT REPORT

SI TANKA UNIVERSITY
5000 S. Broadband Ln., Suite 123
Sioux Falls, SD 57108
ACICS ID Code: 00276405

Mr. Harold Harris, President ((b)(6)@hotmail.com)
(Harold.harris@sitanka.us)

February 2-3, 2017

	Chair	Alabama State Department of Education – Retired	Boaz, AL
	Student-Relations Specialist	Alvernia University – Director Student Financial Planning	Redding, PA
	Educational Activities, Library, Management Information Systems, and Computer Science Specialist	Strayer University – Dean of Curriculum	St. Augustine, FL
	Business Administration Finance and Management Specialist	Ashford University – Associate Professor	Port Saint Lucie, FL
	Staff Representative	ACICS	Washington, DC

PROGRAMS OFFERED BY
SI TANKA UNIVERSITY
SIOUX FALLS, SOUTH DAKOTA

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock /Contact Hrs.	Sem. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement (%) 2016 Ret.	Pla.	2015 Ret.	Pla.
Bachelor of Business Administration	Bachelor's Degree	Finance	1800	120	8/0	100	100	N/A	N/A
Bachelor of Business Administration	Bachelor's Degree	Business Administration	1800	120	6/0	100	100	N/A	N/A
Bachelor of Science in Information Technology	Bachelor's Degree	Computer Science	1800	120	9/0	100	100	N/A	N/A
Bachelor of Science in Information Technology	Bachelor's Degree	Management Information Systems	1800	120	4/0	100	N/A	N/A	N/A
Master of Business Administration	Master's Degree	Finance	540	36	6/0	100	100	N/A	**N/A**
Master of Business Administration	Master's Degree	Management	540	36	4/0	100	**50**	N/A	N/A
Master of Science	Master's Degree	Computer Science	540	36	13/0	100	100	N/A	N/A
		TOTAL ENROLLMENT			50				
TOTAL CAMPUS RETENTION		100%	**TOTAL CAMPUS PLACEMENT**						73%

Notes: Typed in bold are any retention rates below 65 percent (programs >1 year in length) or 70 percent (programs ≤ 1 year in length) and any placement rates below 70 percent.

INTRODUCTION

Si Tanka University, Inc., located at 5000 Broadband Lane, Suite 123, Sioux Falls, South Dakota, is a private co-educational institution incorporated under the laws of the state of South Dakota. The corporation operates a main campus in Sioux Falls, South Dakota. The campus operates under the guidelines and policies established by its board of directors.

Dr. Xulong Dai founded Si Tanka University in 2010 to provide career education for those seeking a more secure financial future. The name Si Tanka University was used by another university, which was closed in 2006. The university was named after the Indian chief Big Foot (Si Tanka in Lakota language) of the Teton Sioux. The students are from many parts of the world, primarily Asia.

The campus is located in a two-story office building that also houses a dental office, counseling office, and a lawyer office. The facility has 1,002 square feet on the ground and second floor of an office building. There are two offices and three classrooms; one of them is used as a computer lab. On the second floor, there is a conference room for 20, which allows STU an additional classroom. Each classroom can accommodate up to 10 students. With the current student population, the space is adequate. One of the two administrative offices is used as the president's office, business office, and admissions office. The other office is used as the academic office and registration office. The library section is in the hallway outside the academic office. There are 107 parking spaces in front of the business. The campus shares the building with the Drug Enforcement Agency (DEA). The lease will expire in August 2017, and the decision to move or stay in the same location will be determined by the enrollment at that time.

At the time of the visit there were 50 students enrolled. The campus offers bachelor's degrees in finance, management, computer science, and management information systems and master's degrees in finance, management, and computer science. Based on the most recent data available to the team, the 2016-2017 Campus Effectiveness Plan (CEP) reports the student population as 67 percent male and 33 percent female. The ethnicity of the student population is 87 percent Asian or Pacific Islander, 3 percent Caucasian or White, non-Hispanic, 2 percent African-American or Black, non-Hispanic, 2 percent Hispanic, 2 percent American Indian or Alaska Native, and the remaining Undisclosed. The majority of the students - 44 percent - are in the age group 22-29.

The team did not evaluate the distance education program. In discussions with the campus administration, it was determined that the existing policies, procedures, and operations did not meet *Council* standards with regard to distance education. The campus was not utilizing the online platform for distance education, rather correspondence was being conducted via e-mail for individualized instruction, which is more compatible with that of an independent study. The administration of the campus made the decision to not have the distance education program evaluated at this time. The campus advised the team that they would further investigate ACICS standards with regard to distance education and apply for approval at a later date.

As a result of not evaluating the distance education program, the administration determined that the courses were online independent study courses. When the team reviewed the courses utilizing the ACICS definition of independent study, numerous issues were noted with regard to campus compliance to *Council* standards. This issue is further explained in section 8.

The campus had one program that did not meet *Council* standards for placement in the 2016 Campus Accountability Report CAR. The master's degree in management had a placement rate of 50 percent. The CEP included an appropriate improvement plan.

The call for comments section and student surveys did not indicate any systemic issues with the campus.

Summary of Data Integrity Review
Table 1: Placement Rates

Program Name	Academic Credential	Initial Grant – No Students Reported on The (PVP)	Verified as Placed	Unable to Verify as Placed (No response from and unable to reach either employer or graduate + invalid placements)
Bachelor of Business Administration- Finance	Bachelor's Degree	NA	1	0
Bachelor of Business Administration- Management	Bachelor's Degree	NA	2	0
Bachelor of Science in Information Technology- Computer Science	Bachelor's Degree	NA	1	0
Master of Business Administration-Finance	Master's Degree	NA	1	1
Master of Science- Computer Science	Master's Degree	NA	3	0
Master of Business Administration=Management	Master's Degree	NA	2	0
	Totals		8	3

1. Was the team able to verify all of the graduates reported as placed in the PVP?

   ☐ Yes   ☐ No   ☒ Not Applicable (There have been no graduates reported as placed.)

   As an initial grant, the campus did not have graduates reported as placed in the PVP. The team was able to make contact with ten of the eleven graduates reported as placed by the campus in their 2016 Campus Accountability Report.

2. Was the team able to verify licensure pass rates, as reported on the 2016 CAR, for all programs that require licensure in order to obtain employment in the state where the campus is located?

   ☐ Yes   ☐ No   ☒ Not Applicable

   No programs at the campus require licensure in order to obtain employment.

REPORT QUESTIONS

1. MISSION

1.01   What is the mission statement of the institution?
Si Tanka University prepares committed students for successful employment in a rewarding profession through high-level training, real-world experiences, and student-centered support that develops the knowledge, skills, and professionalism required in today's workplace.

1.02   Does the campus have an appropriate mission statement with a set of supporting objectives devoted substantially to career-related education?
☒ Yes   ☐ No

1.03   Are the objectives reasonable for the following:
(a) The programs of instruction?
☒ Yes   ☐ No
(b) The modes of delivery?
☒ Yes   ☐ No
(c) The facilities of the campus?
☒ Yes   ☐ No

1.04   Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available to the public?
☒ Yes   ☐ No

1.05   Describe how the campus demonstrates its commitment to successful implementation of its mission.
The campus's faculty contribute to implementation of the mission by developing and delivering relevant up-to-date, learning-centered curriculum; by conducting regular program assessment; and by contributing to the administration and operation of the campus.

The campus pursues development and diversification while maintaining responsible fiscal practices and financial responsibility

The campus physical plant, at the current time, meets the needs of the student population.

The administration and management of the campus develop, coordinate, and oversee all activities related to achievement of its mission by supporting communication, by ensuring employment of qualified personnel, by supervising assesssment and evaluation of its programs, and by guiding campus effectiveness efforts.

1.06   Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes   ☐ No

1.07   Does the CEP describe the following:
(a) The characteristics of the programs offered?
☒ Yes   ☐ No

(b) The characteristics of the student population?
☒ Yes   ☐ No
(c) The types of data that will be used for assessment?
☒ Yes   ☐ No
(d) Specific goals to improve the educational processes?
☒ Yes   ☐ No
(e) Expected outcomes of the plans?
☒ Yes   ☐ No

1.08   Are the following seven required elements evaluated in the CEP at both the campus and program levels:
(a) Student retention rates?
☒Yes   ☐ No
(b) Placement rates?
☒Yes   ☐ No
(c) Graduation rates?
☒Yes   ☐ No
(d) Level of student satisfaction?
☒Yes   ☐ No
(e) Level of graduate satisfaction?
☒Yes   ☐ No
(f) Level of employer satisfaction?
☒Yes   ☐ No
(g) Student learning outcomes?
☒ Yes   ☐ No

1.09   Define the measurable student learning outcomes (SLOs) used by the campus and how these outcomes are being assessed.
The campus CEP utilizes the following student learning outcomes: assessment of course achievement, in which grades are reviewed for each course; assessment of general education utilizing the College Assessment of Academic Proficiency (CAAP), in which the academic dean reviews both the STU and national mean scores for the academic year; and overall grade point average (GPA), which is evaluated and analyzed for quarterly and overall yearly evaluation. Additional measures of student learning outcomes specific to programs include the following: capstone courses in the business administration programs and portfolio courses in finance programs.

Do the student learning outcomes include pass rates for programs that require licensure or certification to practice in the specific career field?
☐ Yes   ☐ No   ☒ Not Applicable (No programs require licensure or certification.)

1.10   Are the following identified and described in the CEP at both the campus and program levels:
(a) Appropriate baseline data and goals for each outcome?
☒ Yes   ☐ No
(b) The data used by the campus to assess each outcome?
☒ Yes   ☐ No

(c) How the data was collected?

☒ Yes   ☐ No

(d) An analysis and summary of the data collected?

☒ Yes   ☐ No

(e) An explanation of how the data will be used to improve the educational processes?

☒ Yes   ☐ No

If *Yes* for (e), describe the specific activities the campus will be or is using to improve the educational processes.

Retention:

- Make student retention data, both baseline and progress, easily available to all departments and stakeholders.
- Promote campus-wide awareness of student retention activities.
- Train faculty and academic advisors on identifying at-risk students and provide opportunities for retention-related professional development.
- Develop a web page on student retention.
- Develop a student retention plan template that will guide academic chairs.
- Survey first-year non-return students yearly.

Placement:

- The management department chair and student services director charged with developing an action plan to improve placement in the business bachelor's degree program.
- The dean of academic affairs and the student services director charged with developing an action plan for all other programs.
- The student services director to attend each monthly meeting of the Sioux Falls Chamber of Commerce.
- Offer career counseling, and a user-friendly web-based tool.
- Sponsor career fairs, information sessions, recruiter visits, on-campus interviews, and other networking events.
- Monitor internship program.

Graduation Rates:

- Expanded academic advising services.
- Structured program to work with undecided students.
- Expanded opportunities for high-achieving students.
- A four-year graduation agreeement.
- Allowing students to "walk at commencement" if they are within nine credits of graduation.

Student Satisfaction:

- Continuation of the online and anonymous student survey.
- Any area achieving a score of less than 3 requires futher analysis and corrective steps.

Graduate Satisfaction:

- Continuation of a graduate survey e-mailed to graduates 30-60 days following graduation.
- Any area achieving a score of less than 3.5 requires futher analysis and corrective steps.

Employer Satisfaction:

- Reorganize the process for gathering employer satisfaction data.

Student Learning Outcomes.
- Data from the year's student learning outcomes will be used to improve the educational process.
- Data patterns on key outcomes are continually analyzed and reviewed.

1.11   What documentation does the campus maintain, and that the team reviewed, to evidence the following:
(a) That the CEP has been implemented?
The team reviewed CEP committee meetings dated July 7, 2015; October 9, 2015; January 8, 2016; April 13, 2016; and July 18, 2016.
(b) That specific activities listed in the plan have been implemented?
Specific activities in the minutes indicated implementation.
(c) That periodic progress reports have been completed?
Periodic progress reports are included in the quarterly meetings noted in 1.11 (a).

1.12   Who is responsible for implementing and monitoring the CEP? If a committee is utilized, describe the committee.
Mr. Harold Harris is the campus president and responsible for implementing and monitoring of the Campus Effectiveness Plan (CEP). He is assisted by a team consisting of the dean of academic affairs, business manager, admissions director, registrar, department chair, and a representative from the faculty.

Mr. Harris began his employment with STU in March of 2014. He holds a master's degree in social work from Tulane University. He was director of the Gulf Coast Kaplan Educational Centers from 1979 to 1998 and owner and president of the Intensive English Institute of Houston, Texas, from 1994 to 2012. He brings to the campus over 37 years of educational experience.

1.13   Describe the documentation that evidences that the CEP is evaluated at least annually.
The campus evaluates the CEP at quarterly CEP meetings, as evidenced by minutes of the CEP committee.

2. ORGANIZATION

2.01   Who is the on-site administrator, and what are this person's qualifications?
Mr. Harold Harris is the on-site administrator. As stated above, Mr. Harris has been campus president since October of 2014. He holds a master's degree in social work from Tulane University. He has over 37 years of educational experience.

2.02   Describe the leadership team and how they manage the campus effectively and efficiently and how appropriate attention and training is given for the necessary functions of the campus.
- Mr. Harold Harris, campus president, serves as president of the university and reports to the board.
- Dr. (b)(6)   dean of academic affairs, is responsible for the operation of the school - budget, personnel, curriculum, and planning matters.
- Mr.   admissions director, supervises the admission team members and manages the daily operations of the admissions department.
- Mr.   registrar, is responsible for student and enrollment services on matters related to the office.

- Ms. ███████ business manager, is responsible for the effective and efficient accounting and financial systems.

2.03   Describe how the campus trains its employees, provides them with constant and proper supervision, and evaluates their work

As reported by the campus, each instructor attends new faculty orientation, which is updated annually, with topics that include effective teaching, delivering classroom instruction, nuts and bolts for instructors, and disruptive students. Each instructor and the academic dean create a faculty professional development plan each year. The plan can consist of activities such as professional conferences, seminars, or reading assignments. The instructor is provided an organizational chart to designate to whom they report and who is their supervisor. Regularly scheduled program meetings are held quarterly. The program chairs evaluate each instructor annually on the anniversary date of their last evaluation. In addition, student evaluations are conducted each term.

2.04   Describe how the campus documents that faculty and staff members:
(a) Clearly understand their duties and responsibilities.
  Each employee has an employee agreement that includes a job description with key accountabilities.
(b) The person to whom they report.
  The campus organizational chart describes to whom they report.
(c) Understand the standards by which the success of their work is measured.
  Each employee is evaluated at least once per year by the appropriate supervisor. The evaluation is placed in the employee's personnel file.

2.05   Describe the documentation the administration maintains to evidence evaluation of the faculty and staff. Documentation of the results of faculty evaluation are filed in the instructor's personnel file. A copy of the evaluation is given to the instructor for their records.

2.06   Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes   ☐ No

2.07   How is the employee grievance policy communicated to faculty and staff, and where is it documented? The employee grievance policy is located on page 42 in the employee policy handbook. Each employee signs an acknowledgement of receipt form, which is filed in the employee's personnel file.

2.08   Who is responsible for the financial oversight of the campus, and what are this person's qualifications? Mr. Harris is responsible for the financial oversight of the campus. As stated above, Mr Harris has been campus president since October of 2014. He holds a master's degree in social work from Tulane University and has over 37 years of educational experience.

3.   ADMINISTRATION

3.01   Is there evidence that the campus keeps adequate records to support the following administrative operations:
(a) Financial aid activities?
  ☐ Yes   ☐ No   ☒ Not Applicable (The campus does not participate in financial aid.)
(b) Admissions?

☒ Yes   ☐ No

(c) Curriculum?
☒ Yes   ☐ No

(d) Accreditation and licensure?
☒ Yes   ☐ No

(e) Guidance?
☒ Yes   ☐ No

(f) Instructional resources?
☒ Yes   ☐ No

(g) Supplies and equipment?
☒ Yes   ☐ No

(h) The school plant?
☒ Yes   ☐ No

(i) Faculty and staff?
☐ Yes   ☒ No

(j) Student activities?
☒ Yes   ☐ No

(k) Student personnel?
☒ Yes   ☐ No

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-303(a)): Adequate records with regard to faculty files were not present. In a review of faculty files, the team found that five instructors who were scheduled to teach an on-ground course in the winter term of 2017 have physical addresses in their files that indicated they lived outside the geographic area. The team was informed that all five had recently moved to the area; however, their personnel files indicated home addresses in other states. The instructors are ████████████████████████████
████████████████████████████████

3.02   Does the campus admit ability-to-benefit students?
☐ Yes   ☒ No *(Skip to 3.07.)*

3.07   Do student files contain evidence of graduation from high school or the equivalent?
☐ Yes   ☒ No

If *No,* insert the section number in parentheses, list student names, and explain:

(Section 3-1-303(d)): The campus did not have on file evidence that students had received a high school diploma or its equivilant. The diplomas on file were from international schools and had not been evaluated by an ACICS-approved agency or did not have a statement signed by the student attesting to its validity.

3.08   Are appropriate transcripts maintained for all students?
☒ Yes   ☐ No

3.09   Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes   ☐ No

3.10   Are student records protected from theft, fire, water damage, or other possible loss?
        ☒ Yes   ☐ No

3.11 Does the campus maintain transcripts for all students indefinitely?
        ☒ Yes   ☐ No

3.12   Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
        ☒ Yes   ☐ No

4.   RELATIONS WITH STUDENTS

FOR ALL PROGRAMS

4.01   How many student files were reviewed during the evaluation?
        There were 54 student files reviewed during the evaluation.

4.02   How does the campus ensure that its student relations reflect high ethical standards?
        The campus engages with the student periodically during their enrollment. Each semester the staff hosts a pizza party with the students, provides community opportunities for the students to participate in, as well as informs students of organizations they may join to further their degree.

4.03   Describe the admissions criteria.
        Provisional admission status may be granted upon the recommendation of an academic department. If this is the case, a student's official admission will not be completed until the campus receives documents such as financial statements and proofs of English proficiency (international students), recommendation letters, and official transcripts. While a student who is admitted provisionally will be allowed to enroll for his/her first semester, all admission provisions must be cleared by the end of the first semester of enrollment. If students fail to clear their provisional status by the end of the first enrolled semester, an administrative hold will be placed on their academic record, preventing their registration for a future semester, and their student status may be revoked. The campus reserves the right to refuse admission to an applicant if it appears that this action is in the best interest of the applicant and/or the campus.

        Undergraduate Admissions include the following:
        - Completed/signed application form;
        - Non-refundable $75 application fee;
        - Secondary or high school transcript
        - Test results of the Scholastic Aptitude Test (SAT) or American College Testing Program (ACT) (for reference and guidance) (Optional)
        - College transcripts
        - Two letters of recommendation from the applicant's principal, teachers, employers or guidance counselor
        - Graduate Admission requires the following:

Application for admission must be submitted to the Admissions Office. Admission requirements include the following:

- Completed/signed application form;
- Non-refundable $75 application fee;
- College transcripts;
- A bachelor's degree from an accredited institution or the equivalent from a foreign college or university;
- A 2.5 G.PA or above. If an applicant's undergraduate G.P.A. is less than 2.5, extensive review and approval from the Admissions Committee is required.
- Two letters of recommendation from the applicant's principal, teachers, employers, or guidance counselor.
- If potential graduate students have taken the GMAT or GRE and submit their scores, this will enhance the opportunity for admissions.

Is the admissions process appropriate?
☒ Yes   ☐ No

4.04   What evidence is there to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
The student files have all of the required documentation appropriate to the applicable enrollment date, as outlined in the campus's admission policy. .

4.05   Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes   ☒ No

4.06   Does the admissions policy conform to the campus's mission?
☒ Yes   ☐ No

4.07   Is the admissions policy publicly stated?
☒ Yes   ☐ No

4.08   Is the admissions policy administered as written?
☐ Yes   ☒ No

If *No*, insert the section number in parentheses and explain:
(Section 3-1-411(a)): The admissions policy is not administered as written. Per the admissions policy a requirement for admissions is, "a secondary or high school transcript….or college transcript." All of the undergraduate student files reviewed by the team had foreign transcripts, either high school or college, that had not been evaluated as per ACICS *Accreditation Criteria* by a recognized agency.

For graduate students admissions requirements include, "have a bachelor's degree from an accredited institution or the equivalent from a foreign college or univeristy." In the team review of graduate files, all students had college transcripts from foreign institutions that had not been evaluated for United States degree equivalency by an approved organization.

4.09   Does the campus use an enrollment agreement for each enrolled student that:
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes   ☐ No
(b) Outlines all program-related tuition and fees?
☒ Yes   ☐ No
(c) Has a signature of the student and the appropriate school representative?
☐ Yes   ☒ No

If *No* for any item, insert the section number in parentheses and explain:
(Section 3-1-414): All of the student files reviewed were missing the appropriate school representative signature on the enrollment agreement. Additionally, the following errors were found in the enrollment agreements:

- For master's degree, the enrollment agreement (EA) indicated the required grade point average (GPA) for graduation is 2.00 when it should be 3.00 as outlined in the catalog and per ACICS standards.
- The EA degree name and the identified program of instruction differ from the program name in the narrative. "Program of Instruction" differs from the program title in the narrative description. For example, an EA agreement has the title of the program "Bachelor of Business Administration in Management." The EA includes personal information (name, address, phone number, birthdate and "Program of Instruction." The program of instruction has the title "Bachelor of Business in Management." The next section would be a narrative description of the program and begins with a statement identifying "A Bachelor of Science in Computer Science."

How does the campus evidence that a copy of the agreement has been provided to the student?
The student must initial the enrollment agreement confirming receipt of the document.

If there is no evidence that a copy has been provided to the student, insert the section number in parentheses and explain:
(Section 3-1-414): Most of the files reviewed did not include the student initials to confirm receipt of the enrollment agreement

4.10   Describe the recruiting process for new students.
Most students are recruited for enrollment through the campus website or student referral. The admission director has recently started to attend college fairs and to schedule meeings with local high schools to increase the institutions visibility and improve enrollment.

Based on interviews, observations, and a review of recruitment materials, is the process compatible with the educational objectives for the campus?
☒ Yes   ☐ No

4.11   Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following:
(a) Courses and programs?
☒ Yes   ☐ No
(b) Student achievement disclosures?
☒ Yes   ☐ No

(c) Services?
☒ Yes   ☐ No
(d) Tuition?
☒ Yes   ☐ No
(e) Terms?
☒ Yes   ☐ No
(f) Operating policies?
☒ Yes   ☐ No

If *Yes*, describe how communication to students of the above items is evidenced:
All students are required to come to campus once the application has been submitted if the student wants to enroll. At this time, the student meets with admissions to discuss interest and complete the enrollment paperwork, goes over program information, costs, and time required for degree completion.

4.12 Who is responsible for oversight of recruitment and does the campus supervise its recruiters to ensure that their activities are in compliance with all applicable standards?
Dr. ████████████████ has the oversight responsibilites of campus recruitment.

4.13 Describe the documentation that the institution maintains to demonstrate that it systematically monitors its recruitment activities (i.e. recorded calls, secret shopper results, training materials, remediation efforts, etc.).
The team was provided a "student recruitment handbook" that identifies quick facts, admissions requirements, communications and record keeping, information on cost of attendance, and report templates and scripts. The team was not able to verify the template is an active document and have no information to support it is monitored.

If the institution does not maintain this documentation, insert the section number in parentheses and explain:
(Section 3-1-412(a)): The campus has no documentation to support the systematic monitoring of its recruitment activities.

4.14 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes   ☒ No

If *Yes,* is the name of the campus clearly identified, and is there evidence that the reason for usage of the
4.15 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes   ☒ No

4.16 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes   ☐ No

4.17 Describe the policies and procedures for evaluating and accepting transfer credit and the evidence reviewed to support their consistent application:

Si Tanka University welcomes applications from transfer students from other higher education institutions. STU's policy is to help each incoming student transfer the maximum number of applicable credits, minimizing course repetition and ensuring appropriate course selection.

The STU transfer policies are as follows:
- Minimal acceptable grades are: 'C' for undergraduate and 'B' for master's programs.
- Si Tanka University does not discriminate credit transfer on the source of accreditation of the sending institution.
- Types of courses that will be considered, including any courses offered outside of an institutional setting, are such as those offered by the military, in the workplace, through apprenticeship and/or training programs, or other such programs recognized by the American Council on Education's Center for Adult Learning and Education Credentials programs.
- Si Tanka University accepts earning credit through examinations such as the ACT Proficiency Examination Program (PEP), the College Board's Advanced Placement (AP) program and College-Level Examination Program (CLEP), the Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Testing (DSST), widely accepted industry certification, or institution-developed tests.
- To be eligible for transfer credit, official transcripts must be submitted to the Office of Admissions by the end of the student's first semester of study. Students must submit all official college transcripts from each college attended prior to STU. Transcripts must be in English. The student is responsible for providing official translations from an appropriate, competent third party service; or are translated into English by a trained, qualified transcript evaluator fluent in the original language on the transcript.
- Si Tanka University will only accept credits within the most recent 7 years or fewer. The maximum numbers of credit transfer are:
  - o Undergraduate Degrees: A maximum of three-fourths of the credits required may be awarded for transfer credit or a combination of transfer credit and experiential or equivalent credit (including challenge/test-out credits). For no student, however, may the credit given for experiential or equivalent learning (including challenge/test out credits) exceed one-fourth of the credits required for a degree.
  - o Master's Degrees: A maximum of one-half of the credits required for master's degrees may be given through transfer credit or a combination of transfer credit and experiential or equivalent credit (including challenge/test out credits). For no student, however, may the credit given for experiential or equivalent learning (including challenge/test out credits) exceed one-fourth of the credits required for a degree.

4.18   Does the campus disclose in its catalog its transfer of credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes   ☐ No

4.19   Has the campus established articulation agreements with other institutions?
☐ Yes   ☒ No

FOR MASTER'S DEGREE PROGRAMS ONLY

4.20   What is the maximum permissible number of transfer credits into the program?

The campus accepts no more that 50 percent of program requirements as transfer credit.

FOR ALL PROGRAMS

4.21   Is the standards of satisfactory academic progress (SAP) policy, as one comprehensive policy, published in the catalog?
⊠ Yes   ☐ No

If *Yes*, state the page number(s) where the standards of SAP policy is published.
The institution's SAP policy is listed on pages 25 to 28 of the catalog.

4.22   Does the standards of SAP policy published in the catalog contain the following:
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length?
⊠ Yes   ☐ No
(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame?
⊠ Yes   ☐ No
(c) Minimum qualitative standards, such as a grade point average or completion of work projects, which can be measured against a norm.
⊠ Yes   ☐ No
(d) Procedures for re-establishing satisfactory academic progress?
⊠ Yes   ☐ No
(e) A definition of the effects of the following on the CGPA and successful course-completion percentage:
Withdrawals?
☐ Yes   ⊠ No
Incomplete grades?
☐ Yes   ⊠ No
Repeated courses?
☐ Yes   ⊠ No
Non-punitive grades?
☐ Yes   ⊠ No   ☐ Not Applicable (not offered)
Non-credit or remedial courses?
☐ Yes   ⊠ No   ☐ Not Applicable (not offered)
A warning status?
⊠ Yes   ☐ No   ☐ Not Applicable (not used)
A probationary period?
⊠ Yes   ☐ No
An appeal process?
⊠ Yes   ☐ No
An extended-enrollment status?
☐ Yes   ☐ No   ⊠ Not Applicable (not offered)
The effect when a student changes programs?
☐ Yes   ⊠ No   ☐ Not Applicable (The campus only offers one program of study.)

The effect when a student seeks to earn an additional credential?
☐ Yes ☒ No   ☐ Not Applicable (The campus only offers one program.)
The implications of transfer credit?
☐ Yes ☒ No

If *No* for any item, insert the section number in parentheses and explain:
(Section 3-1-420 and Appendix D): The campus in its SAP policy does not address the effects of the following on successful course completion percentage requirement: withdrawal, incomplete grades or nonpunititve grades, repeated courses, when a student changes programs or seeks to earn additonal credentials, or transfer credits.

4.23   Describe the evidence that demonstrates that the campus applies its SAP standards consistently to all students.
In discussion with the registrar and dean, students are aware of their academic progress as they are in constant contact with their instructors and Dr. Yang. Progress is reviewed at the end of each semester manually on a student-by-student basis. Currently all students are meeting the campus SAP standards.

4.24   Are students who are not making satisfactory academic progress properly notified?
☐ Yes   ☐ No   ☒ Not Applicable (No students are in violation of SAP.)

4.25   Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?
☒ Yes   ☐ No

4.26   Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent, or have academic standing consistent with the institution's requirements for graduation?
☒ Yes   ☐ No   ☐ Not Applicable (All programs are less than two years.)

4.27   Is there evidence that students who are not making satisfactory academic progress at the end of the second year are dismissed or allowed to continue without being eligible for Federal financial aid?
☒ Yes   ☐ No   ☐ Not Applicable (All programs are less than two years.)

4.28   Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☒ Yes   ☐ No

4.29   Are students allowed to remain on financial aid while under warning or probation status?
☐ Yes   ☐ No   ☒ Not Applicable (The campus does not participate in financial aid.)

4.30   Are students whose appeals are granted due to mitigating circumstances placed on probation, have eligibility for financial aid reinstated, and considered to be making satisfactory academic progress?
☐ Yes   ☐ No   ☒ Not Applicable (There are no such students.)

4.31   Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?

☐ Yes   ☐ No   ☒ Not Applicable (The campus does not have extended enrollment and/or does not participate in financial aid. *Skip to 4.33.*)

4.33   For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes   ☐ No   ☒ Not Applicable (There is no such student and/or the campus does not have such a policy.)

4.34   Are students required to have a minimum CGPA of 2.0 (3.0 for graduate programs) or its equivalent upon graduation from all programs?
☒ Yes   ☐ No

4.35   Who is responsible for the administration of satisfactory academic progress?
Dr. Adam Chien-min Yang and Mr. ▮▮▮▮▮▮▮▮ are responsible for the administration of the satisfactory academic progress policy.

Based on interviews and reviews of SAP implementation and monitoring documents, is it evident that the campus is providing sufficient oversight of this process?
☒ Yes   ☐ No

4.36   How does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
Students meet with their instructors throughout the semester to discuss progress. As student academic issues are identified he/she will work on established remediation with the instrutor and/or Dr. Yang to be sure progress can be met by the end of the term.

Are these mechanisms appropriate and do they demonstrate the campus's commitment to assisting students?
☒ Yes   ☐ No

4.37   Does the campus finance any of the following: (Mark all that apply.)
(a)   ☐ Scholarships?
(b)   ☐ Grants?
(c)   ☐ Loans?
(d)   ☒ The campus does not offer scholarships, grants, and/or loans. (*If the campus does not offer (a), (b), or (c), skip to 4.39.*)

4.39   Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes   ☐ No

4.40   Are tuition and fees clearly stated in the catalog?
☒ Yes   ☐ No

If *Yes,* have students confirmed receiving a copy of the catalog?
☒ Yes   ☐ No   ☐ Not Applicable

If *No,* insert the section number in parentheses, list student names, and explain:
(Section 3-1-432(a)): The section of the student enrollment agreement where the student must initial to confirm reciept of the campus catalog was blank for the majority of the files reviewed.

4.41   Do the financial records of students clearly show the following:
(a) Tuition charges?
☒ Yes   ☐ No
(b) Dates for the posting of tuition?
☒ Yes   ☐ No
(c) Fees?
☒ Yes   ☐ No
(d) Other charges?
☒ Yes   ☐ No
(e) Payments?
☒ Yes   ☐ No
(f) Dates of payment?
☒ Yes   ☐ No
(g) The balance after each transaction?
☒ Yes   ☐ No

4.42   Is the effective date listed on announcements of changes in tuition and fees?
☐ Yes   ☐ No   ☒ Not Applicable (The campus has not changed tuition or fees since the last catalog publication.)

4.43   Is the campus's refund policy published in the catalog?
☒ Yes   ☐ No

4.44   Is the refund policy fair, equitable, and applicable to all students?
☒ Yes   ☐ No

4.45   Describe the documentation to evidence that the campus is following its stated refund policy.
There were no students who have withdrawn from the campus from the time period being reviewed by the team.

4.46   Does the campus participate in Title IV financial aid?
☐ Yes   ☒ No *(Skip to 4.50.)*

4.50   Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
☒ Yes   ☐ No   ☐ Not Applicable (clock hour programs only)

4.51   Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes   ☒ No *(Skip to 4.52.)*

4.52 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

☐ Yes ☐ No ☒ Not Applicable

4.53 Was the team able to verify the graduates reported as unavailable for placement on the campus's most recent CAR?

☐ Yes ☐ No ☒ Not Applicable

4.54 Describe the process by which students who receive financial aid are counseled concerning their student loan repayment obligations.

☒ Not Applicable (The campus does not participate in financial aid.)

FOR MASTER'S DEGREES ONLY

4.55 Do all students enrolled in master's degree programs possess a bachelor's degree?

☒ Yes ☐ No

4.56 Describe the techniques used by the institution to evaluate applicants' qualifications to benefit from graduate study.

The campus requires all graduate students to hold a bachelor's degree from an accredited institution or the equivalent from a foreign college or university, have a cumulative grade point average, and two letters of recommendation.

Are these techniques appropriate?

☐ Yes ☒ No

If *No,* insert the section number in parentheses and explain:

(Sections 3-1-411(a) and 3-6-602): None of the students who have provided foreign transcripts to meet the admission requirements have provided a translation and evaluation from any approved agency required by ACICS.

5. EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

☒ Yes ☐ No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications relative to his or her position?

Dr. Chien-Min "Adam" Yang is the academic dean of the campus. Dr. Yang holds an MPA, and a master's degree and a doctorate in political science from Columbia University. Dr. Yang has been employed by the campus since September 2014.

5.03 Does this person have appropriate academic or experiential qualifications?

☒ Yes ☐ No

5.04   Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
Program administrators have direct access to leadership on an operational and daily basis. In addition, curriculum and advisory board meetings are held on the campus. Program administrators are designated members of these leadership bodies.

5.05   Is the time devoted to the administration of the educational programs sufficient?
☒ Yes   ☐ No

5.06   Has the institution adopted and published a policy on the responsibility and authority of faculty in academic governance?
☒ Yes   ☐ No

5.07   Does the policy, at a minimum, address the role of the faculty in the following areas:
(a) Development of the educational program?
     ☒ Yes   ☐ No
(b) Selection of course materials, instructional equipment, and other educational resources?
     ☒ Yes   ☐ No
(c) Systematic evaluation and revision of the curriculum?
     ☒ Yes   ☐ No
(d) Assessment of student learning outcomes?
     ☒ Yes   ☐ No
(e) Planning for institutional effectiveness?
     ☒ Yes   ☐ No

5.08   Is there evidence that this policy has been adopted and that faculty members are aware of it?
☒ Yes   ☐ No

5.09   Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes   ☒ No (*Skip to 5.10 for renewal of accreditation. Skip to 5.12 for initial grants.*)

FOR ALL CAMPUSES

5.12   Are the educational programs consistent with the campus's mission and the needs of its students?
☒ Yes   ☐ No

5.13   How does the campus involve students, graduates, administrators, faculty, and other interested parties such as advisory committees in the formation of policies and the design of educational programs?
(Section 3-1-512(a)): The campus could not produce evidence of the involvement of students, graduates, or other interested parties in advisory roles with regard to the design of educational programs. A copy of the "advisory board" meeting minutes was provided to the team; however, there was no mention of curricular review.

5.14   What provisions are made for individual differences among students in the learning applications, learning environment, and modes of instructional delivery?

This information is presented electronically so that students from a diverse background can control the rate at which information is presented. A diverse faculty is reported by the students as specifically relating assignments to a multicultural and diverse context. Additionally, the assignments seem to have an international component to them in a global context.

5.15   Describe the system in place to evaluate, revise, and make changes to the curriculum.
The campus holds curriculum committee meetings. Faculty report having access to these proceedings, as well as input to be considered at the meetings.

5.16   Does the faculty participate in this process?
☒ Yes   ☐ No

5.17   What evidence did the team review to confirm that credit is appropriately converted in relation to total student contact hours in each class?
The campus provided a credit hour calculation document in which all current classes were listed and addressed.

5.18   Does the campus award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences?
☐ Yes   ☒ No (*Skip to 5.19.*)

5.19   Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes   ☐ No

5.20   Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, or if all general education courses must be transferred in, skip to 5.21.*)
    (a) Facilities.
        ☒ Yes   ☐ No
    (b) Instructional equipment.
        ☒ Yes   ☐ No
    (c) Resources.
        ☒ Yes   ☐ No
    (d) Support for modes of instructional delivery
        ☒ Yes   ☐ No
    (e) Personnel.
        ☒ Yes   ☐ No

5.21   Describe how the campus provides an environment for its faculty, through academic freedom and other conditions, which is conducive to effective classroom instruction.
The campus provides academic freedom to faculty in the form of the faculty handbook, admonishing faculty to respect student views in a safe environment in the faculty philosophy on page five. Additionally, page 14 contains the academic freedom policy for the faculty. All faculty have received the faculty handbook.

5.22   Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes   ☐ No

5.23   Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes   ☐ No

5.24   Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of Association of International Credential Evaluators (AICE), American Association of Collegiate Registrars and Admissions Officers (AACRAO), or National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☐ Yes   ☐ No   ☒ Not Applicable (No faculty members hold foreign credentials.)

If *No,* insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:
All qualifying graduate degrees which credential the faculty to teach were from accredited United States (US) institutions. The team found that foreign transcripts were present in faculty files that had not been evaluated for US equivalency; however, these transcripts were for degrees that would not have disqualified faculty from teaching their assigned classes.

5.25   Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes   ☐ No

If *Yes*, how is this documented?
The faculty files contain a document regarding the date and topic of the training attended for each faculty member.

5. 26   Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
☒ Yes   ☐ No

5.27   Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes   ☐ No

5.28   Describe the process the campus uses to determine that there is an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development of the educational programs.
Campus leadership advertises for faculty on a national level to ensure diverse input from the faculty cadre. Personnel records indicate a wide variance in hire dates. Leaders are promoted from lower positions, and other staff members teach part-time as well. All faculty are invited to participate in various campus planning meetings which are designed to plan for the future of the campus.

5.29   Describe the contracts and/or agreements the campus has with other institutions or entities.

There are no agreements of this type.

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

5.31   Summarize the general education courses (and/or applied general education for occupational associate's programs) and describe whether they meet the Glossary definition of general education in placing emphasis on principles and theory, not on practical applications associated with a particular occupation (or whether they are relevant to the chosen degree for applied general education in occupational associate's programs).

The general education requirements for undergraduate programs at the campus, which meet the Glossary definition, are organized by categories where students can choose their own combinations. The categories include humanities, analytical reasoning, which include math options, natural sciences, social and behavioral sciences, and cultural studies for all programs.

5.32   Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?

☒ Yes   ☐ No

FOR BACHELOR'S DEGREES ONLY

5.35   Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?

☒ Yes   ☐ No

5.36   Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

☒ Yes   ☐ No

FOR ALL PROGRAMS

5.37   Describe the student services offered by the campus to emphasize retention and program completion for all students and which take into account their academic and socioeconomic characteristics, such as structured tutoring, academic or personal counseling, and student orientation.

The campus offers the students instructors with industry experience. It is hoped that this will keep students engaged due to the real-world knowledge brought to the classroom. Degree mapping is a process that is designed to assist students in course selection and increase student ownership in their own curricular experience. The general education component has been broken out into smaller category groups. The campus plan hopes this will be more agreeable to students who otherwise might drop when faced with unpleasant general education requirements.

5.38   Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications related to employment assistance?

Mr. Harold Harris, campus president, acts as the campus employment counselor for students. Mr. Harris holds an MSW and has extensive experience as a licensed social worker.

5.39 How does the campus ensure and document that employment assistance is offered to all students? The campus regularly meets with employers in the community. During the reporting period, multiple meetings with employers were documented via minutes from the meeting. The student services director also conducts placement tracking including various company and student data.

5.40 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus's graduates?
☒ Yes ☐ No ☐ Not Applicable (There have been no graduates.)

5.41 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☒ No

5.42 Describe the extracurricular educational activities of the campus which serve the educational needs of the students (if applicable).
N/A

6. PUBLICATIONS

6.01 What catalog was used during the evaluation? (Include the year, number, and volume, if appropriate.)
The team reviewed the 2016-2018 Si Tanka University catalog, with a revision date of November 2016.

6.02 Does the campus publish a catalog that is appropriately printed and provided to all enrolled students?
☒ Yes ☐ No

6.03 Does the catalog contain the following items:
(a) A table of contents and/or an index?
☒ Yes ☐ No
(b) An indication of the year(s) for which the catalog is effective on the front page or cover page?
☒ Yes ☐ No
(c) The names and titles of the administrators?
☒ Yes ☐ No
(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation?
☒ Yes ☐ No (*Include Section 3-1-201 in the finding below.*)
(e) A statement of accreditation?
☐ Yes ☐ No ☒ Not Applicable (initial applicant)
(f) A mission statement?
☒ Yes ☐ No
(g) A list of full-time faculty members, qualifying credentials, awarding institution, and area of teaching specialization?
☒ Yes ☐ No
(h) An academic calendar?
☒ Yes ☐ No
(i) A full disclosure of the admission requirements?
☒ Yes ☐ No
(j) A list of institutions with which the institution has established articulation agreements?
☐ Yes ☐ No ☒ Not Applicable

(k) A statement on the transferability of the credits in the programs that are offered?
☒ Yes ☐ No

(l) A description of the contracts or agreements and services to be provided, if the institution has an agreement with an accredited or unaccredited institution, or an international partnership agreement?
☐ Yes ☐ No ☒ Not Applicable

(m) A statement for each curriculum that includes a statement of objective or purpose; an accurate and complete list of all courses in the curriculum with a unique identifying number, title and credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum?
☒ Yes ☐ No

(n) A description of each course that includes the identifying number, a title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites and/or corequisites?
☒ Yes ☐ No

(o) An explanation of the grading system that is consistent with the one that appears on the student transcript?
☒ Yes ☐ No

(p) A definition of the unit of credit?
☒ Yes ☐ No ☐ Not Applicable (The campus does not award credit.)

(q) A complete explanation of the standards of satisfactory academic progress?
☒ Yes ☐ No

(r) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each?
☒ Yes ☐ No

(s) The transfer of credit policy?
☒ Yes ☐ No

(t) A statement of the tuition, fees, and any other charges?
☒ Yes ☐ No

(u) A complete and accurate list of all scholarships, grants, and loans offered?
☐ Yes ☐ No ☒ Not Applicable (No scholarships, grants, and loans are offered.)

(v) The refund policy?
☒ Yes ☐ No

(w) A statement describing the student services offered?
☒ Yes ☐ No

(x) A student grievance policy that includes the name and address of ACICS (which may be in the student handbook instead of the catalog)?
☐ Yes ☐ No (*Include Section 3-1-202(d) in the finding below.*)
☒ Not Applicable (initial applicants only)

6.04 Does the campus list degrees of staff members in the catalog?
☒ Yes ☐ No

If *Yes,* is appropriate evidence of the degrees on file?
☒ Yes ☐ No

6.05   Does the campus offer degree programs?
     ☒ Yes   ☐ No

     If *Yes,* does the catalog contain the following:
     (a) An explanation of the course numbering system (for all levels)?
         ☒ Yes   ☐ No
     (b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only)?
         ☒ Yes   ☐ No   ☐ Not Applicable
     (c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only)?
         ☒ Yes   ☐ No   ☐ Not Applicable
     (d) Identification of courses that satisfy the upper-division (for bachelor's degrees only)?
         ☒ Yes   ☐ No   ☐ Not Applicable

6.06   Does the campus offer courses and/or programs via distance education?
     ☐ Yes   ☒ No *(Skip to 6.07.)*

     If *No* for any item, insert the section number in parentheses and explain:
     See the introduction for more background on the distance education program.

6.07   Is the catalog updated at an appropriate interval? (An addendum/supplement should not be used as a substitute for meeting this expectation.)
     ☒ Yes   ☐ No

6.08   Does the catalog contain an addendum/supplement?
     ☐ Yes   ☒ No *(Skip to 6.09.)*

6.09   Is the catalog available online?
     ☒ Yes   ☐ No

     If *Yes,* does it match the hard copy version?
     ☐ Yes   ☒ No

     If *No* (the online version does not match the hard copy version), insert the section number in parentheses and explain:
     (Section 3-1-701 & Appendix C): While the team was on site, some changes were made to the hard copy catalog. These changes include removing language regarding extended enrollment since they do not offer this status and adding clarification to the admissions policy identifying specific documents needed. The campus administrators were unable to update the online version.

6.10   Does the campus utilize a multiple-school catalog?
     ☐ Yes   ☒ No *(Skip to 6.11.)*

6.11   Is all advertising and promotional literature, through any type of media (social media, web site, newspapers, etc.), truthful and dignified?

☐ Yes   ☒ No

If *No,* insert the section number in parentheses and explain:

(Section 3-1-703 and Appendix C): The catalog does not correctly identify the programs offered. Per ACICS, the campus is approved for four bachelor's degree programs and three master's degree programs. These are:

- Bachelor's of business administration in finance
- Bachelor's of business administration in management
- Bachelor's of science in information technology - computer science
- Bachelor's of science in information technology - management information systems.
- Master's of business administration in finance
- Master's of business adminstration in management
- Master's of science in computer science

The campus catalog identifies two bachelor's degree programs and two master's degree programs. These are:

- Bachelor of business administration - with a concentration in finance and a concentration in management
- Bachelor of science in information technology - with a concentration in computer science and a concentration in management information systems.
- Master's of business administration - with a concentration in finance and a concentration in management
- Master of science in computer science

The campus advertises in the catalog they offer online courses. However, as noted earlier in this report, the online component of this program does not fit the *Council's* definition for online education delivery.

6.12   Is the correct name of the campus listed in all advertising, web postings, and promotional literature?
      ☒ Yes   ☐ No

6.13   Where does the campus advertise (publications, online, etc.)?
      The campus advertises online via their website.

      Are all print and electronic advertisements under acceptable headings?
      ☒ Yes   ☐ No

6.14   Does the campus use endorsements, commendations, or recommendations in its advertising?
      ☐ Yes   ☒ No *(Skip to 6.15.)*

6.15   Does the campus utilize services funded by third parties?
      ☐ Yes   ☒ No *(Skip to 6.16.)*

6.16   Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
      ☒ Yes   ☐ No

6.17   Is the phrase "for those who qualify" properly used in all advertising that references financial aid?
    ☐ Yes   ☐ No   ☒ Not Applicable (The campus does not participate in financial aid.)

6.18   Does the campus provide the following information to the public:
    (a) Campus retention rate?
       ☐ Yes   ☒ No
    (b) Campus placement rate?
       ☐ Yes   ☒ No
    (c) All program retention rates?
       ☐ Yes   ☒ No
    (d) All program placement rates?
       ☐ Yes   ☒ No
    (e) Licensure examination pass rates?
       ☐ Yes   ☐ No   ☒ Not Applicable (No programs require licensure or certification.)

If *No* for any item, insert the section number in parentheses and explain:
(Section 3-1-704): The campus does not publish campus retention rate, campus placement rate, all program retention rate and all program placement rate.

If *No,* insert the section number in parentheses and explain:
The campus is an initial grant and is not currently accredited by ACICS.

FOR MASTER'S DEGREES ONLY

6.19   Does the catalog have a separate section describing the following:
    (a) Program requirements?
       ☒ Yes   ☐ No
    (b) Admission procedures?
       ☒ Yes   ☐ No
    (c) Transfer policies?
       ☒ Yes   ☐ No
    (d) Graduation requirements?
       ☒ Yes   ☐ No
    (e) Regulations?
       ☒ Yes   ☐ No
    (f) Course descriptions?
       ☒ Yes   ☐ No

7.   LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS

7.01   Has the campus developed an adequate core of library resources to support academic success and to meet instruction and research needs?
    ☒ Yes   ☐ No

7.02   Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes   ☐ No

7.03   Describe the training and support to faculty and students that the campus provides in utilizing library resources as an integral part of the learning process.
(Section 3-1-800(f)): The team is unable to docoument training and support for students and faculty for the library resources. Prior to the team's visit the campus offered one computer as their "learning resource center." From this computer students could access the Internet and any free resources. Graduate and undergraduate students stated they visited the public library and used Google for research. At the time of the visit, the campus submitted an invoice for 100 licenses through the Library and Resources Network. The onsite library assistant demonstrated this new resource to the team. However, because of the recent purchase of the online resources, no training had yet been provided to either students or faculty.

7.04   Are adequate staff provided to support library development, collection, organization, and accessibility?
☒ Yes   ☐ No

7.05   Describe the campus's continuous assessment strategy for library resources and information services.
The team was not provided any evidence to support continuous assessment strategy for library resources and information services

Are these methods appropriate?
☐ Yes   ☒ No

If *No,* insert the section number in parentheses and explain:
(Section 3-1-800(c)): The campus could not produce evidence that an ongoing library assessment strategy is in place.

7.06   Is there a physical space on site or within close proximity of the campus in order to allow for access to library resources and services?
☒ Yes   ☐ No   ☐ Not Applicable (Campus has no residential component.)

FOR OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

7.16   Is the institution's established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☒ Yes   ☐ No

7.17   What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is $(b)(6).

7.18   What portion of the current year's library budget has been spent?
To date, $(b)(6) has been allocated.

How has the money been allocated?
A basic subscription with a 100-seat license has been allocated to Library and Information Resources Network, Inc. (LIRN). LIRN provides access to academic video, NBC Learn, and the EBSCO Business and Technical collections.

7.19 Are the library materials and services available at times consistent with the typical student's schedule in day, evening, and online programs?
☒ Yes   ☐ No

7.20 Describe how the faculty inspire, motivate, and direct student usage of the library resources, including specific examples.
Faculty report encouraging students in both the graduate and undergraduate programs to use library resources in their reseach. In addition, a library treatment is present in each class syllabus, directing students to use library resources.

Are these methods appropriate?
☒ Yes   ☐ No

7.21 Describe how the faculty have involvement in the selection of library resources.
Faculty report they have no issues with the current library resources. Faculty also report having direct input into which resources are purchased, and there has been no instance of campus leadership denying requested materails; however, there were no specific reports of faculty requests.

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

7.22 Does the library collection include magazines and professional journals and periodicals?
☒ Yes   ☐ No

7.23 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☒ Yes   ☐ No

7.24 During library hours, are there well-trained individuals who supervise the library and assist students with library functions, and who are competent both to use and aid in the use of the online and computer-based library resources?
☒ Yes   ☐ No

7.25 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes   ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

7.26 Who supervises and manages the library on-site, and what are this person's qualifications?
Mr. ███████ is the campus learning resource director. Mr ███████ is available by phone. He holds a master's degree in library science from Catholic University in Washington, DC. He has been the campus

librarian since August of 2016. Mr. ███ works remotely, and his phone number is published on the library computer. Mr. ███ is assisted locally on site by Mr. ████████ Mr. ██ received training on the electronic library resources from Mr. ███ during the visit and has been with the campus since 2014.

Does this individual:
(a) Supervise and manage the library and instructional resources?
   ☒ Yes   ☐ No
(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
   ☒ Yes   ☐ No
(c) Assist students in the use of instructional resources?
   ☒ Yes   ☐ No

7.27   Have library staff transcripts from institutions not accredited by agencies recognized by the U.S. Department of Education been translated into English and evaluated by a member of National Association of Credential Evaluation Services (NACES), American Association of Collegiate Registrars and Admission Officers (AACRAO), or Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
   ☐ Yes   ☐ No   ☒ Not Applicable (Library staff do not hold foreign credentials.)

7.28   Is documentation on file to reflect the librarian's participation in annual professional growth activities?
   ☒ Yes   ☐ No

7.29   What are the library's hours of operation, and who is responsible for overseeing the library during these hours?
Operation hours are posted online to be 9 AM to 6 PM daily except Saturday, Sunday, and holidays. Mr. ████ oversees the library remotely and Mr. ███ assists on site.

7.30   Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
   ☒ Yes   ☐ No

7.31   Are records of physical and/or online resources and circulation accurate and up to date?
   ☒ Yes   ☐ No

7.32   If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
   ☐ Yes   ☐ No   ☒ Not Applicable (no interlibrary agreements)

7.33   Are the library physical holdings and/or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
   ☒ Yes   ☐ No

FOR MASTER'S DEGREES ONLY

7.34   Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research?
    ☒ Yes   ☐ No

7.35   During library hours, is there a professionally trained individual on duty who supervises the library and assists students with library functions, and who is competent both to use and aid in the use of the online and computer-based library resources?
    ☒ Yes   ☐ No

7.36   Do the library holdings exceed the requirements of the average student in order to encourage the intellectual development of superior students and to enrich the professional development of the faculty?
    ☒ Yes   ☐ No

7.37   Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate, information technologies and facilities?
    ☒ Yes   ☐ No

7.38   Are the library holdings, including full-text online collections, up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
    ☒ Yes   ☐ No

7.39   What library resources does the campus provide to support a better understanding of methods and principles scholarly research and how to use information ethically at the graduate level?

If no resources are provided, insert the section number in parentheses and explain:
The campus subscribes to an online library portal that contains academic resources. This contract is with Library and Information Resources Network, Inc. (LIRN). LIRN provides access to academic video, NBC Learn, and the EBSCO Business and Technical collections. In addition, general education titles are available which support research methodologies.

8. PROGRAM EVALUATION

Bachelor s Degree in Computer Science
Bachelor's Degree in Management Information Systems
Master's Degree in Computer Science

FOR ALL PROGRAMS

8.01   Is licensure, certification, or registration required to practice in the specific career field?
    ☐ Yes   ☒ No *(Skip to 8.02)*

8.02   Who is assigned to administer the academic program(s) listed above, and what are this person's qualifications?
Dr. ████████ is department chair for the computer science and management information systems department. Dr. ██████ holds a PhD in computer science from Virginia Commonwealth University. Dr.

Salman is a published author in industry journals such as *Communication in Computer and Information Science* and the *International Journal of Information Technology*, as well as several international journals.

8.03   Does this individual possess appropriate academic or experiential qualifications?
☒ Yes   ☐ No

8.04   Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).
Both Dr. ▮▮▮▮ and the administration report open channels of communication; and although no specific examples of requests were documented, neither party could recall a request ever being denied. Faculty and students agreed that all was well in this area.

8.05   Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes   ☐ No

8.06   Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☒ Yes   ☐ No   ☐ Not Applicable (Data not available.)

(b) Student placement rate of 70 percent?
☒ Yes   ☐ No   ☐ Not Applicable (Data not available.)

8.07   Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?
☒ Yes   ☐ No

If *Yes*, list the community resources and describe how they enhance student enrichment and potential career opportunities.
Si Tanka University (STU) is on the mailing list of several South Dakota business entities (e.g., Dakota Seeds, South Dakota Chamber of Commerce, and Economic Development, and South Dakota Trade Center). STU hosted several guest speakers throughout the year (e.g., ▮▮▮▮▮▮ VP of Advancement Dakota Resources (twice) and ▮▮▮▮▮▮ an artist, designer, and storyteller).

8.08   Does the catalog and/or other advertising material such as brochures and the campus web site, accurately describe the program, its objectives, and its potential occupational outcomes?
☐ Yes   ☒ No

If *No,* insert the section number in parentheses and explain:
(Section 3-1-703 & Appendix C): The catalog does not correctly identify the programs offered. Per ACICS, the campus is approved for four bachelor's degree programs and three master's degree programs. The campus catalog identifies two bachelor's degree programs and two master's degree programs. See 6.11 in the Publications section of this report for expanded details.

8.09   Does the program include an externship?
     ☐ Yes   ☒ No *(Skip to 8.10.)*

8.10   Does the program use independent studies?
     ☒ Yes   ☐ No

8.11   Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
     ☐ Yes   ☒ No

     If *No,* insert the section number in parentheses and explain:
     (Section 3-1-513(a) and Glossary): There is no evidence of written learning contracts being executed between student and faculty for independent study. Upon arrival for the accreditation review, the campus was seeking accreditation for both on-ground and online programs -- the online option being offered as a distance education component. After further review of the online instructional components (i.e., the learning management system, technology, syllabus, etc.), it was determined that the campus did not meet the ACICS definition of distance education. However, evaluating the online components under the definition of *independent study,* the campus did not meet the requirements either because of (a) lack of a learning contract, (b) instruction does not require a high level of independence and self-direction, and (c) independent study classes should be the exception and not the rule, but 100 percent of the enrolled students participate in independent study classes.

     At the time of visit, 50 students were enrolled. The campus offered 49 different courses, of those 49, 32 were offered online and 17 were offered on ground. However, as noted earlier in the introduction of this report, the campus was using their online format, which consisted of students e-mailing faculty their assignments, as independent studies. The campus responded by stating they wanted to assure students were continually progressing in their curriculum.

8.12   Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
     ☒ Yes   ☐ No

8.13   Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
     ☒ Yes   ☐ No

8.14   Is an appropriately detailed syllabus on file for each course that includes the following elements:
     (a) Title and course descriptions?
         ☒ Yes   ☐ No
     (b) Course numbers?
         ☒ Yes   ☐ No
     (c) Course prerequisites and/or corequisites?
         ☒ Yes   ☐ No
     (d) Instructional contact hours/credits?
         ☒ Yes   ☐ No
     (e) Learning objectives
         ☒ Yes   ☐ No

(f) Instructional materials and references?
    ☒ Yes   ☐ No

(g) Topical outline of the course?
    ☒ Yes   ☐ No

(h) Instructional methods?
    ☒ Yes   ☐ No

(i) Assessment criteria?
    ☒ Yes   ☐ No

(j) Method of evaluating students?
    ☒ Yes   ☐ No

(k) Date the syllabus was last reviewed?
    ☒ Yes   ☐ No

8.15   Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes   ☐ No

8.16   Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes   ☐ No
All students (when asked) appeared to be satisfied with the breadth and depth of course offerings.

8.17   Does the campus participate in Title IV financial aid?
☐ Yes   ☒ No (*Skip to 8.20.*)

FOR ALL PROGRAMS

8.20   Are the following appropriate to adequately support the number of students and nature of the program:
(a) Facilities?
    ☒ Yes   ☐ No

(b) Instructional equipment?
    ☒ Yes   ☐ No

(c) Resources?
    ☒ Yes   ☐ No

(d) Support for modes of instructional delivery?
    ☒ Yes   ☐ No

(e) Personnel?
    ☒ Yes   ☐ No

8.21   Describe how the program(s) includes the following required instructional components:
(a) Systematic planning.
The University uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished, and more specifically, the design of required instructional components.
(b) Well-defined instructional objectives.
Learning objectives are well articulated and break down tasks focusing on specific cognitive process in alignment with Bloom's taxonomy. Learning objectives are developed around five central themes:

- Building core knowledge and skills to provide grounding in the specialty field.
- Developing mastery and experience in research theories, methodologies, and practices.
- Exploring issues in and approaches to assessment and measurement.
- Understanding diversity and how to modify procedures and approaches to affect positive change in learners of all cultural backgrounds.
- Cultivating professionalism through professional activities and demonstrated awareness of the standards and ethical guidelines of the field.

(c) The selection and use of appropriate and current learning materials.
Develop Detailed Curricula
As a result of the curricula planning session, performance objectives are finalized for each content area, instructional strategies are developed for each performance objective, and as a result, lesson plans, participant materials and training aids are developed by the team to guide participants to successfully meet the expected program outcomes, and module performance objectives. Learning materials consist of textbooks, PowerPoints, videos, test banks, and other materials. [Note: after interviewing students from two classes, two on-ground instructors, and the online portal, we were unable to retrieve, view, or assess any instructional materials. Students noted they did not have access to or possess the course textbooks, and although PowerPoints were mentioned frequently, no students could produce examples].

(d) Appropriate modes of instructional delivery.
Classrooms are equipped with technological resources of a wide variety. In addition to the in-class technological support modes, an online course management system is available for additional channels of class involvement.

(e) The use of appropriate assessment strategies.
According to the course syllabi, assessment strategies are well articulated and support course learning objectives; however, no course materials (other than the syllabus) could be produced to validate that the assessments are correct and aligned with learning objectives.

(f) The use of appropriate experiences.
The learning cycle requires faculty to provide relevant experiences for students and to base new learning on existing experiences.

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

8.24 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes   ☐ No
Faculty records were verified (100 percent), and all faculty meet the degree and work experience requirements to teach their assigned courses.

8.25 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes   ☐ No
Student to faculty ratios average from 1:1 to 5:1.

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.26   Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?

☒ Yes   ☐ No

The core faculty members consist of the chairs of the business program and computer science as well as the business manager. The remainder of the faculty are experienced and qualified adjunct members who teach on ground and online.

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.27   Are teaching loads reasonable?

☒ Yes   ☐ No

Faculty teach no more than three classes per semester and the student-to-teacher ratios are very low.

FOR BACHELOR'S DEGREES ONLY

8.40   Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or their equivalent?

☒ Yes   ☐ No

8.41   Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

☒ Yes   ☐ No

If *No*, insert the section number in parentheses and explain:

(Section 3-5-202): The bachelor's degree in management information systems and the bachelor's degree in computer science do not have sufficient credit hour requirements in the area of the concentration. Per *Council* standards, 60 semester hours are required. The catalog on page 49 states the program requires 45 semester hours in the area of concentration, 60 general education hours, and 15 hours of electives. Some of the electives identified are not in the area of concentration.

8.42   If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

☐ Yes   ☐ No   ☒ Not Applicable (The institution offers all four years of the degree.)

8.43   How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

The curriculum for the bachelor's degree programs in business compares very favorably to other similar collegiate institutions in terms of depth and breadth of their educational offerings. The reviewer used the following universities where he had experience as both a student, faculty member, and higher education administration experience: Embry-Riddle Aeronautical University, Capella University, Northcentral University, Walden University, and Ashford University.

8.44   Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

    ☒ Yes   ☐ No   ☐ Not Applicable (no students in the third and fourth years)

8.45   Are the third- and fourth-year courses based upon appropriate prerequisites?

    ☒ Yes   ☐ No

FOR MASTER'S DEGREES ONLY

8.46   Describe the committee that oversees the development, modification, and maintenance of the graduate degree program.

    The advisory board oversees the development, modification, and maintenance of the graduate degree program. Minutes of October 31, 2015, and October 8, 2016, were reviewed.

    Does the committee include the following:
    (a) Students?
        ☐ Yes   ☒ No
    (b) Faculty?
        ☒ Yes   ☐ No
    (c) Administrators?
        ☒ Yes   ☐ No
    (d) Employers?
        ☒ Yes   ☐ No

    If there is no committee and/or the committee is missing any of the required members, insert the section number in parentheses and explain:

    (Section 3-6-301): No students were identified in the meeting minutes as participating in the advisory committee meeting.

8.47   Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?

    ☒ Yes   ☐ No

    Graduate programs are developed to emphasize mastery of the subject material and research procedures and methodology.

8.48   Describe how the graduate program faculty members are directly involved in the development and modification of the master's degree policies, procedures, and curricula.

    A review of the Curriculum Committee Minutes of September 29, 2016, and December 9, 2016, show that several faculty members were present and involved in the curricular change process.

8.49   Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent of coursework, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent of coursework at the graduate level if a thesis is not required?

    ☒ Yes   ☐ No

8.50   How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

The curriculum for the master's degree programs in computer science compares favorably to other similar collegiate institutions in terms of depth and breadth of their educational offerings. The team consulted the following universities where the reviewer had experience as both a student, faculty member, and higher education administration experience: Embry-Riddle Aeronautical University, Capella University, Northcentral University, Walden University, and Ashford University.

8.51   Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes   ☐ No

8.52   Do all faculty members possess a graduate degree in the field or a related field of the courses they are teaching, or do those without master's degrees demonstrate evidence of exceptional practical or professional experience in the assigned field, or are they teaching in an assigned field in which graduate degrees are not widely available?

☒ Yes   ☐ No

Faculty records were verified (100 percent), and all faculty meet the degree and work experience requirements to teach their assigned courses.

8.53   Is the number of faculty with terminal degrees appropriate for the graduate enrollment?

☒ Yes   ☐ No

8.54   Does the faculty possessing terminal degrees teach at least one-half of all graduate-level courses?

☒ Yes   ☐ No

8.55   Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?

☒ Yes   ☐ No

8.   PROGRAM EVALUATION

Bachelor's Degree in Finance
Master's Degree Finance
Bachelor's Degree in Business Administration
Master's Degree in Management

FOR ALL PROGRAMS

8.01   Is licensure, certification, or registration required to practice in the specific career field?

☐ Yes   ☒ No *(Skip to 8.02)*

8.02   Who is assigned to administer the academic program(s) listed above, and what are this person's qualifications?

Dr. ▮▮▮▮▮▮ (appointed while the team was on site, February 2, 2017) is the business department chairperson. Dr. ▮▮▮▮ earned his bachelor's degree in economics from the University of North Texas, an MBA in personnel management from George Washington University, and a PhD in marketing from

George Washington University. Dr. ███████s educational achievements as well as his business experience working for the U.S. Environment Protection Agency make him highly suited to serve in this position.

8.03   Does this individual possess appropriate academic or experiential qualifications?
    ☒ Yes   ☐ No

8.04   Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).
Dr. ████████ appointed business department chairperson while the team was on site, has sufficient authority and responsibility for the development and administration of the business program. Dr. ███████ ACICS data sheet indicates that he has appropriate time in his schedule to oversee the program. Per his job description, administrative duties include curriculum modification and implementation, evaluation of staff, and assisting with faculty/staff meetings. He will also be involved in the hiring of new faculty for the business program. Dr. █████ reports directly to Dr. Adam Yang, academic dean.

8.05   Are the time and resources devoted to the administration of the educational program(s) sufficient?
    ☒ Yes   ☐ No

8.06   Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

    (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
        ☒ Yes   ☐ No   ☐ Not Applicable (Data not available.)

    (b) Student placement rate of 70 percent?
        ☐ Yes   ☒ No   ☐ Not Applicable (Data not available.)
        The master's degree program in management had a placement rate of 50 percent on the initial CAR.

If *Yes*, what specific activities does the campus have planned to improve the student retention and/or placement rate(s)?
- Management, the department chair, and the student services director will develop an action plan for improving placement.
- The student services director will network more closely with potential employers.
- Students will receive career counseling.
- The campus will sponsor career fairs, information sessions, recruiter visits, and on-campus interviews.

8.07   Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?
    ☒ Yes   ☐ No

If *Yes*, list the community resources and describe how they enhance student enrichment and potential career opportunities.
Si Tanka University (STU) is on the mailing list of several South Dakota business entities (e.g., Dakota Seeds, South Dakota Chamber of Commerce - Economic Development, and the South Dakota Trade

Center). STU hosted several guest speakers throughout the year (e.g., ████████ VP of Advancement Dakota Resources (twice) and ██████████ an artist, designer, and storyteller.

8.08   Does the catalog and/or other advertising material such as brochures and the campus web site, accurately describe the program, its objectives, and its potential occupational outcomes?
     ☒ Yes   ☐ No

8.09   Does the program include an externship?
     ☐ Yes   ☒ No *(Skip to 8.10.)*

8.10   Does the program use independent studies?
     ☒ Yes   ☐ No *(Skip to 8.12.)*

8.11   Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
     ☐ Yes   ☒ No

If *No,* insert the section number in parentheses and explain:
(Section 3-1-513(a) and Glossary): There is no evidence of written learning contracts being executed between student and faculty for independent study. Upon arrival for the accreditation review, the campus was seeking accreditation for both on-ground and online programs -- the online option being offered as a distance education component. After further review of the online instructional components (i.e., the learning management system, technology, syllabus, etc.), it was determined that the university does not meet the ACICS definition of distance education. However, evaluating the online components under the definition of *independent study* shows that university does not meet the requirements either because of (a) lack of a learning contract, (b) instruction does not require a high level of independence and self-direction, and (c) independent study classes should be the exception and not the rule, but 100 percent of the enrolled students participate in independent study classes.

8.12   Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
     ☒ Yes   ☐ No

8.13   Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
     ☒ Yes   ☐ No

8.14   Is an appropriately detailed syllabus on file for each course that includes the following elements:
     (a) Title and course descriptions?
         ☒ Yes   ☐ No
     (b) Course numbers?
         ☒ Yes   ☐ No
     (c) Course prerequisites and/or corequisites?
         ☒ Yes   ☐ No
     (d) Instructional contact hours/credits?
         ☒ Yes   ☐ No
     (e) Learning objectives

☒ Yes   ☐ No
(f) Instructional materials and references?
☒ Yes   ☐ No
(g) Topical outline of the course?
☒ Yes   ☐ No
(h) Instructional methods?
☒ Yes   ☐ No
(i) Assessment criteria?
☒ Yes   ☐ No
(j) Method of evaluating students?
☒ Yes   ☐ No
(k) Date the syllabus was last reviewed?
☐ Yes   ☐ No

8.15 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes   ☐ No
Five students were interviewed (2 in CSC 543 and 3 in FIN201). All students verified that they did receive a syllabus and it was followed.

8.16 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes   ☐ No
All students (when asked) appeared to be satisfied with the breadth and depth of course offerings.

8.17 Does the campus participate in Title IV financial aid?
☐ Yes   ☒ No *(Skip to 8.20.)*

FOR ALL PROGRAMS

8.20 Are the following appropriate to adequately support the number of students and nature of the program:
(a) Facilities?
☒ Yes   ☐ No
(b) Instructional equipment?
☒ Yes   ☐ No
(c) Resources?
☒ Yes   ☐ No
(d) Support for modes of instructional delivery?
☒ Yes   ☐ No
(e) Personnel?
☒ Yes   ☐ No

8.21 Describe how the program(s) includes the following required instructional components:
(a) Systematic planning.
The University uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished, and more specifically, the design of required instructional components.

(b) Well-defined instructional objectives.
Learning objectives are well articulated and break down tasks focusing on specific cognitive process in alignment with Bloom's taxonomy. Learning objectives are developed around five central themes:
- Building core knowledge and skills to provide grounding in the specialty field.
- Developing mastery and experience in research theories, methodologies, and practices.
- Exploring issues in and approaches to assessment and measurement.
- Understanding diversity and how to modify procedures and approaches to affect positive change in learners of all cultural backgrounds.
- Cultivating professionalism through professional activities and demonstrated awareness of the standards and ethical guidelines of the field.

(c) The selection and use of appropriate and current learning materials.
As a result of the curricula planning session, performance objectives are finalized for each content area, instructional strategies are developed for each performance objective, and lesson plans, participant materials and training aids are developed by the team to guide participants to successfully meet the expected program outcomes and module performance objectives. Learning materials consist of textbooks, PowerPoints, videos, test banks, and other materials.[Note: after interviewing students from two classes, two on-ground instructors, and the online portal, the team was unable to retrieve, view, or assess any instructional materials. Students noted that they did not have access to or possess the course textbooks, and although PowerPoints were mentioned frequently, no students could produce examples.

(d) Appropriate modes of instructional delivery.
Classrooms are equipped with technological resources of a wide variety. In addition to the in-class technological support modes, an online course management system is available for additional channels of class involvement.

(e) The use of appropriate assessment strategies.
According to the course syllabi, assessment strategies are well articulated and support course learning objectives; however, no course materials (other than the syllabus) could be produced to validate that the assessments are correct and aligned with learning objectives.

(f) The use of appropriate experiences.
The learning cycle requires faculty to provide relevant experiences for students and to base new learning on existing experiences.

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

8.24   Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes   ☐ No
Faculty records were verified (100%), and all faculty meet the degree and work experience requirements to teach their assigned courses.

8.25   Is the size of the faculty appropriate to the total student enrollment?
☒ Yes   ☐ No
Student to faculty ratios average from 1:1 to 5:1.

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.26   Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?
☒ Yes   ☐ No
The core faculty members consist of the chairs of the business program and computer science as well as the business manager. The remainder of the faculty are experienced and qualified adjunct members who teach on-ground and online.

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.27   Are teaching loads reasonable?
☒ Yes   ☐ No
Faculty teach no more than three classes per semester and the student to teacher ratios are very low.

FOR BACHELOR'S DEGREES ONLY

8.40   Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or their equivalent?
☒ Yes   ☐ No

8.41   Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☐ Yes   ☒ No

If *No*, insert the section number in parentheses and explain:
(Section 3-5-202): According to the 2016-2018 catalog, the bachelor's degree in finance and the bachelor's degree in business administration programs require 120 semester hours (with 60 hours in general education courses identified); however, only 45 semester hours are identified for the area of concentration – per *Council* standards, 60 semester hours are required. The remaining 15 hours are identified as electives, but some of the electives identified are not in the area of concentration.

8.42   If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☐ Yes   ☐ No   ☒ Not Applicable (The institution offers all four years of the degree.)

8.43   How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
The curriculum for the bachelor's degree programs in business compares very favorably to other similar collegiate institutions in terms of depth and breadth of their educational offerings. The reviewer used the following universities where he had experience as both a student, faculty member, and higher education administration experience: Embry-Riddle Aeronautical University, Capella University, Northcentral University, Walden University, and Ashford University.

8.44   Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
     ☒ Yes   ☐ No   ☐ Not Applicable (no students in the third and fourth years)

8.45   Are the third- and fourth-year courses based upon appropriate prerequisites?
     ☒ Yes   ☐ No

FOR MASTER'S DEGREES ONLY

8.46   Describe the committee that oversees the development, modification, and maintenance of the graduate degree program.
The Program Advisory Committee (PAC) (STU refers to this as the "Advisory Board Meeting") oversees the development, modification, and maintenance of the graduate degree program. Minutes of October 31, 2015, and October 8, 2016, were reviewed.

     Does the committee include the following:
     (e) Students?
         ☐ Yes   ☒ No
     (f) Faculty?
         ☒ Yes   ☐ No
     (g) Administrators?
         ☒ Yes   ☐ No
     (h) Employers?
         ☒ Yes   ☐ No

     If there is no committee and/or the committee is missing any of the required members, insert the section number in parentheses and explain:
(Section 3-6-301): No students were identified in the meeting minutes as participating.

8.47   Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?
     ☒ Yes   ☐ No
Graduate programs are developed to emphasize mastery of the subject material and research procedures and methodology.

8.48   Describe how the graduate program faculty members are directly involved in the development and modification of the master's degree policies, procedures, and curricula.
A review of the Curriculum Committee Minutes of September 29, 2016, and December 9, 2016, show that several faculty members were present and involved in the curricular change process.

8.49   Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent of coursework, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent of coursework at the graduate level if a thesis is not required?
     ☒ Yes   ☐ No

8.50   How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
The curriculum for the master's degree programs in business compare very favorably to other similar collegiate institutions in terms of depth and breadth of their educational offerings. The reviewer used the following universities where he had experience as both a student, faculty member, and higher education administration experience: Embry-Riddle Aeronautical University, Capella University, Northcentral University, Walden University, and Ashford University.

8.51   Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes   ☐ No

8.52   Do all faculty members possess a graduate degree in the field or a related field of the courses they are teaching, or do those without master's degrees demonstrate evidence of exceptional practical or professional experience in the assigned field, or are they teaching in an assigned field in which graduate degrees are not widely available?
☒ Yes   ☐ No
Faculty records were verified (100 percent), and all faculty meet the degree and work experience requirements to teach their assigned courses.

8.53   Is the number of faculty with terminal degrees appropriate for the graduate enrollment?
☒ Yes   ☐ No

8.54   Does the faculty possessing terminal degrees teach at least one-half of all graduate-level courses?
☒ Yes   ☐ No

8.55   Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?
☒ Yes   ☐ No

If *Yes,* describe how the campus encourages scholarly activity:
As noted in the Faculty Handbook, graduate faculty members are encouraged to engage in scholarly research and to publish in professional journals.

SUMMARY

Based on the team's review, the following areas require an explanatory response:

Number	**Section**	**Summary Statement**
1	**3-1-303(a)**	Adequate faculty records are not maintained (page 10).
2	**3-1-303(d)**	The campus did not have on file evidence that students had received a high school diploma or its equivalent (page 10).
3	**3-1-411(a) and 3-6-602**	The admissions policy is not administered as written. Not all of the students' foreign transcripts at the bachelor's degree level or graduate level have been evaluated by an agency approved by ACICS for equivalency (pages 12 and 20).
4	**3-1-412(a)**	The institution has no documentation to support the systematic monitoring of its recruitment activities (page 14).
5	**3-1-414**	The enrollment agreement does not meet Council standards (page 13).
6	**3-1-420 and Appendix D**	The SAP policy does not include all required elements (page 17).
7	**3-1-432(a)**	There was no documentation to support that all students have received the catalog (page 19).
8	**3-1-512(a)**	There was no evidence to support that students, graduates, or other interested parties are involved in curriculum oversight of the programs (page 21).
9	**3-1-513(a) and Glossary**	There was no evidence of written learning contracts between students and faculty for independent study (pages 35 and 42).
10	**3-1-701 and Appendix C**	The online catalog does not match the hard copy version (page 27).
11	**3-1-703 and Appendix C**	The catalog does not correctly identify the programs offered (pages 28 and 34).
12	**3-1-704**	The campus does not publish campus retention rate, campus placement rate, all program retention rates and all program placement rates (page 29).
13	**3-1-800(c)**	There was no evidence to support that an ongoing library assessment strategy is in place (page 30).
14	**3-1-800(f)**	There was no documentation to support that faculty or students have been trained in the use of library resources (page 30).
15	**3-5-202**	Undergraduate programs do not have the minimum required credit hours in the area of concentration (pages 38 and 45).
16	**3-6-301**	There is no student involvement in the oversight of the graduate programs (pages 39 and 46).

RECOMMENDATIONS

Any recommendations provided in this report are not included in the report seen by the Council:

The evaluation team offers the following recommendations for the campus's consideration.

Relations with Students

The team recommends the campus create a chart to identify the SAP standards that defines the effects of grades, program changes, additional credentials, and transfer credit on cumulative grade point average and the established successful course-completion percentage.

The team recommends the campus retain SAP reports to validate the review of student progress at the end of each semester. For students who are not making progress or may be in jeopardy of making progress, documentation the student has been notified should also be maintained in the student's file. Documentation may include a letter or e-mail to the student identifying the progress issue(s) and what the student needs to do to be sure progress is met. If an academic plan is provided to the student, this document should also retained to validate notification to the student

Bachelor s Degree in Computer Science
Bachelor's Degree in Management Information Systems
Master's Degree in Computer Science

The team observed the minimum system requirements listed on the website are in need of update. While it is possible that a 56k modem might be possible for students to use, it would certainly be a poor student experience.

STUDENT SURVEY

Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual.

Survey Report
Generated: February 15, 2017
ACICS ID: 00276405
Surveys Between:
February 2, 2017 and February 3, 2017

A.01. Prior to enrolling in this institution, have you attended any other college or institution of higher learning?
- Yes 0
- No 6

A.02. If you had transfer credits, did your admissions representative describe the transfer of credit policies and procedures accurately? (Select N/A if no transfer credits)
- Yes 0
- No 0
- N/A 6

A.03. Did your admissions representative accurately describe the enrollment process regarding available courses and programs of study?
- Yes 6
- No 0

A.04. Did your admissions representative accurately describe student services offered by the institution?
- Yes 6
- No 0

A.05. Did your admissions representative accurately describe the tuition and fees associated with your program of study?
- Yes 6
- No 0

A.06. Did you receive a catalog or were you provided access to one during the enrollment process?
- Yes 6
- No 0

A.07. Did the catalog accurately portray programs, services and policies of the institution?
- Yes 6
- No 0

A.08. Was the information provided during enrollment sufficient for you to make your decision?
- Yes 6
- No 0

A.09. Did you feel pressured into making the decision to enroll?
- Yes 0
- No 6

B.01. Do you receive federal financial aid?
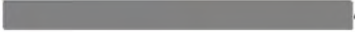- Yes 0
- No 6

B.02. Are you aware of your federal financial aid loan repayment obligations? (Select N/A if no loan repayment obligations)
- Yes 0
- No 0
- N/A 6

C.01. Are your instructors available to provide additional help, if needed?

Yes | 6
No | 0

C.02. Are the learning resources and lab equipment/supplies adequate for your program of study?

Yes | 6
No | 0

C.03. Were textbooks available when you started classes?

Yes | 6
No | 0

C.04. Were the out of class activities sufficient to help you achieve the course objectives? (Select N/A if no out of class activities have been assigned)

Yes | 2
No | 0
N/A | 4

D.01. Overall, I am satisfied with the quality of education I am receiving.

Agree | 6
Disagree | 0
Neutral | 0

D.02. I would recommend this institution to others.

Agree | 6
Disagree | 0
Neutral | 0

March 10, 2017

ACICS Council
750 First St., NE, Suite 980
Washington, D.C. 20002-4223

Dear ACIS Council Members:

This letter is to acknowledge that I have received the Si Tanka University INITIAL GRANT VISIT REPORT and have shared it with Dr. Adam Yang, Academic Dean and ACICS Accreditation Coordinator. Both Dr. Yang and I have thoroughly read and discussed the Report and have shared and discussed it with the appropriate staff and faculty who participated in the Team visit.

We felt the visit went well mainly due to the professional, courteous and flexible ACICS Team headed by Dr. Tommy Mosely and staff member Ms. Kathryn Sellers. The entire Team was respectful of our students, staff and faculty and did their best not to upset the Si Tanka daily routine. They did a good job explaining the ACICS criteria and where our strengths and shortcomings are. We had some good two-way communication between the Si Tanka team and the ACICS team which produced a positive learning experience for us.

I would like to point out on page 4, Table 1: Placement Rates, the total number of Verified as Placed should be a total of 10 and the total of Unable to Verify should be 1, according to my addition. Thank you for checking this out. After digesting the REPORT and discussing it with the Si Tanka team, we feel it was a fair and helpful document.

Si Tanka University looks forward to becoming an ACICS accredited school.

Sincerely yours,

(b)(6)

Harold L. Harris, LCSW, DCSW
President

March 10, 2017

Response to-INITIAL GRANT VISIT REPORT

Main Campus ID: 00276405

Application ID: 69382

ACICS Council
750 First St., NE, Suite 980
Washington, DC 20002-4223

Dear ACICS Council Members:

The following pages make up the Si Tanka University response to our INITIAL GRANT VISIT REPORT Dated March 1, 2017.

To facilitate your review of Si Tanka's responses we have listed the Citation numbers, Sections numbers and pages they can be found in the REPORT. We then provided a numbered narrative(s) and supporting documentation for each Citation. We hope this will make for a smooth review.

Si Tanka University looks forward to becoming an ACICS accredited school.

Sincerely yours,

(b)(6)

Harold L. Harris, LCSW, DCSW
President

(b)(6)

Adam Yang, PhD
Academic Dean
ACICS Accreditation Coordinator

Finding 1, Section 3-1-303(a), page 10

Narrative 1: At the time, ████████████████████████████████████ were applying for teaching positions at Si Tanka University, they were living outside Si Tanka's geographical area. Since their initial applications, they have moved within Si Tanka's geographic area. Affidavits they provided giving their current addresses have been uploaded as documentation.

Supporting Document 1: Signed and dated W-4 forms and affidavits.

AFFIDAVIT OF RESIDENCY

This is to verify that I ▮▮▮▮▮▮▮ am presently residing at the following address:

Street Address: ▮▮▮▮▮▮▮

City: ▮▮▮▮   State: ▮▮   Zip Code: ▮▮▮

▮▮▮▮▮▮

Date:__2-5-2017_____

Form W-4 (2015)

Purpose. Complete Form W-4 so that your employer can withhold the correct federal income tax from your pay. Consider completing a new Form W-4 each year and when your personal or financial situation changes.

Exemption from withholding. If you are exempt, complete only lines 1, 2, 3, 4, and 7 and sign the form to validate it. Your exemption for 2015 expires February 16, 2016. See Pub. 505, Tax Withholding and Estimated Tax.

Note. If another person can claim you as a dependent on his or her tax return, you cannot claim exemption from withholding if your income exceeds $1,050 and includes more than $350 of unearned income (for example, interest and dividends).

Exceptions. An employee may be able to claim exemption from withholding even if the employee is a dependent, if the employee:

• Is age 65 or older,

• Is blind, or

• Will claim adjustments to income; tax credits; or itemized deductions, on his or her tax return.

The exceptions do not apply to supplemental wages greater than $1,000,000.

Basic instructions. If you are not exempt, complete the Personal Allowances Worksheet below. The worksheets on page 2 further adjust your withholding allowances based on itemized deductions, certain credits, adjustments to income, or two-earners/multiple jobs situations.

Complete all worksheets that apply. However, you may claim fewer (or zero) allowances. For regular wages, withholding must be based on allowances you claimed and may not be a flat amount or percentage of wages.

Head of household. Generally, you can claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals. See Pub. 501, Exemptions, Standard Deduction, and Filing Information, for information.

Tax credits. You can take projected tax credits into account in figuring your allowable number of withholding allowances. Credits for child or dependent care expenses and the child tax credit may be claimed using the Personal Allowances Worksheet below. See Pub. 505 for information on converting your other credits into withholding allowances.

Nonwage income. If you have a large amount of nonwage income, such as interest or dividends, consider making estimated tax payments using Form 1040-ES, Estimated Tax for Individuals. Otherwise, you may owe additional tax. If you have pension or annuity income, see Pub. 505 to find out if you should adjust your withholding on Form W-4 or W-4P.

Two earners or multiple jobs. If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one Form W-4. Your withholding usually will be most accurate when all allowances are claimed on the Form W-4 for the highest paying job and zero allowances are claimed on the others. See Pub. 505 for details.

Nonresident alien. If you are a nonresident alien, see Notice 1392, Supplemental Form W-4 Instructions for Nonresident Aliens, before completing this form.

Check your withholding. After your Form W-4 takes effect, use Pub. 505 to see how the amount you are having withheld compares to your projected total tax for 2015. See Pub. 505, especially if your earnings exceed $130,000 (Single) or $180,000 (Married).

Future developments. Information about any future developments affecting Form W-4 (such as legislation enacted after we release it) will be posted at www.irs.gov/w4.

Personal Allowances Worksheet (Keep for your records.)

A	Enter "1" for **yourself** if no one else can claim you as a dependent	A	1
B	Enter "1" if: { • You are single and have only one job; or • You are married, have only one job, and your spouse does not work; or • Your wages from a second job or your spouse's wages (or the total of both) are $1,500 or less. }	B	1
C	Enter "1" for your **spouse**. But, you may choose to enter "-0-" if you are married and have either a working spouse or more than one job. (Entering "-0-" may help you avoid having too little tax withheld.)	C	1
D	Enter number of **dependents** (other than your spouse or yourself) you will claim on your tax return	D	
E	Enter "1" if you will file as **head of household** on your tax return (see conditions under Head of household above) . .	E	
F	Enter "1" if you have at least $2,000 of **child or dependent care expenses** for which you plan to claim a credit . . .	F	1
	(**Note.** Do not include child support payments. See Pub. 503, Child and Dependent Care Expenses, for details.)		
G	**Child Tax Credit** (including additional child tax credit). See Pub. 972, Child Tax Credit, for more information. • If your total income will be less than $65,000 ($100,000 if married), enter "2" for each eligible child; then less "1" if you have two to four eligible children or less "2" if you have five or more eligible children. • If your total income will be between $65,000 and $84,000 ($100,000 and $119,000 if married), enter "1" for each eligible child . . .	G	
H	Add lines A through G and enter total here. (Note. This may be different from the number of exemptions you claim on your tax return.) ▶ H	H	4

For accuracy, complete all worksheets that apply.	{	• If you plan to itemize or claim adjustments to income and want to reduce your withholding, see the **Deductions and Adjustments Worksheet** on page 2. • If you are single and have more than one job or are married and you and your spouse both work and the combined earnings from all jobs exceed $50,000 ($20,000 if married), see the **Two-Earners/Multiple Jobs Worksheet** on page 2 to avoid having too little tax withheld. • If neither of the above situations applies, stop here and enter the number from line H on line 5 of Form W-4 below.

-------- Separate here and give Form W-4 to your employer. Keep the top part for your records. --------

Employee's Withholding Allowance Certificate

▶ Whether you are entitled to claim a certain number of allowances or exemption from withholding is subject to review by the IRS. Your employer may be required to send a copy of this form to the IRS.

	2 Your social security number
(name/address redacted)	(redacted)

3 ☐ Single ☑ Married ☐ Married, but withhold at higher Single rate.
Note. If married, but legally separated, or spouse is a nonresident alien, check the "Single" box.

4 If your last name differs from that shown on your social security card,
check here. You must call 1-800-772-1213 for a replacement card. ▶ ☐

5	Total number of allowances you are claiming (from line H above or from the applicable worksheet on page 2)	5	
6	Additional amount, if any, you want withheld from each paycheck	6	$

7 I claim exemption from withholding for 2015, and I certify that I meet **both** of the following conditions for exemption.
• Last year I had a right to a refund of **all** federal income tax withheld because I had **no** tax liability, and
• This year I expect a refund of **all** federal income tax withheld because I expect to have **no** tax liability.
If you meet both conditions, write "Exempt" here . . . . ▶ | 7 |

Under penalties of perjury, I declare that I have examined this certificate and, to the best of my knowledge and belief, it is true, correct, and complete.

Employee's signature
(This form is not valid unless you sign it.) ▶ (redacted)

Date ▶ 12/1/2015

8 Employer's name and address (Employer: Complete lines 8 and 10 only if sending to the IRS.)	9 Office code (optional)	10 Employer identification number (EIN)
Si Tanka University 5000 S Broadband Lane, Suite 123, Sioux Falls, SD		47 - 2303186

For Privacy Act and Paperwork Reduction Act Notice, see page 2. 57108   Cat. No. 10220Q   Form **W-4** (2015)

AFFIDAVIT OF RESIDENCY

This is to verify that I __██████_____ am presently residing at
the following address:

Street Address:_██████████_____

City:__█████_____ State: _████_____ Zip Code:_█████_

██████████████

Date:__2-8-2017_____

Form W-4 (2011)

Purpose. Complete Form W-4 so that your employer can withhold the correct federal income tax from your pay. Consider completing a new Form W-4 each year and when your personal or financial situation changes.

Exemption from withholding. If you are exempt, complete only lines 1, 2, 3, 4, and 7 and sign the form to validate it. Your exemption for 2011 expires February 16, 2012. See Pub. 505, Tax Withholding and Estimated Tax.

Note. If another person can claim you as a dependent on his or her tax return, you cannot claim exemption from withholding if your income exceeds $950 and includes more than $300 of unearned income (for example, interest and dividends).

Basic instructions. If you are not exempt, complete the Personal Allowances Worksheet below. The worksheets on page 2 further adjust your withholding allowances based on itemized deductions, certain credits, adjustments to income, or two-earners/multiple jobs situations.

Complete all worksheets that apply. However, you may claim fewer (or zero) allowances. For regular wages, withholding must be based on allowances you claimed and may not be a flat amount or percentage of wages.

Head of household. Generally, you may claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals. See Pub. 501, Exemptions, Standard Deduction, and Filing Information, for information.

Tax credits. You can take projected tax credits into account in figuring your allowable number of withholding allowances. Credits for child or dependent care expenses and the child tax credit may be claimed using the Personal Allowances Worksheet below. See Pub. 919, How Do I Adjust My Tax Withholding, for information on converting your other credits into withholding allowances.

Nonwage income. If you have a large amount of nonwage income, such as interest or dividends, consider making estimated tax payments using Form 1040-ES, Estimated Tax for Individuals. Otherwise, you may owe additional tax. If you have pension or annuity income, see Pub. 919 to find out if you should adjust your withholding on Form W-4 or W-4P.

Two earners or multiple jobs. If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one Form W-4. Your withholding usually will be most accurate when all allowances are claimed on the Form W-4 for the highest paying job and zero allowances are claimed on the others. See Pub. 919 for details.

Nonresident alien. If you are a nonresident alien, see Notice 1392, Supplemental Form W-4 Instructions for Nonresident Aliens, before completing this form.

Check your withholding. After your Form W-4 takes effect, use Pub. 919 to see how the amount you are having withheld compares to your projected total tax for 2011. See Pub. 919, especially if your earnings exceed $130,000 (Single) or $180,000 (Married).

Personal Allowances Worksheet (Keep for your records.)

A	Enter "1" for **yourself** if no one else can claim you as a dependent	A 1
B	Enter "1" if: • You are single and have only one job; or • You are married, have only one job, and your spouse does not work; or • Your wages from a second job or your spouse's wages (or the total of both) are $1,500 or less.	B 1
C	Enter "1" for your **spouse**. But, you may choose to enter "-0-" if you are married and have either a working spouse or more than one job. (Entering "-0-" may help you avoid having too little tax withheld.)	C 1
D	Enter number of **dependents** (other than your spouse or yourself) you will claim on your tax return	D 0
E	Enter "1" if you will file as **head of household** on your tax return (see conditions under Head of household above) . .	E 1
F	Enter "1" if you have at least $1,900 of **child or dependent care expenses** for which you plan to claim a credit . . .	F
	(**Note.** Do not include child support payments. See Pub. 503, Child and Dependent Care Expenses, for details.)	
G	**Child Tax Credit** (including additional child tax credit). See Pub. 972, Child Tax Credit, for more information. • If your total income will be less than $61,000 ($90,000 if married), enter "2" for each eligible child; then less "1" if you have three or more eligible children. • If your total income will be between $61,000 and $84,000 ($90,000 and $119,000 if married), enter "1" for each eligible child plus "1" additional if you have six or more eligible children	G
H	Add lines A through G and enter total here. (Note. This may be different from the number of exemptions you claim on your tax return.) ▶	H 4

For accuracy, complete all worksheets that apply.
- If you plan to itemize or claim adjustments to income and want to reduce your withholding, see the **Deductions and Adjustments Worksheet** on page 2.
- If you have more than one job or are married and you and your spouse both work and the combined earnings from all jobs exceed $40,000 ($10,000 if married), see the **Two-Earners/Multiple Jobs Worksheet** on page 2 to avoid having too little tax withheld.
- If neither of the above situations applies, **stop here** and enter the number from line H on line 5 of Form W-4 below.

Cut here and give Form W-4 to your employer. Keep the top part for your records.

Form W-4 — Employee's Withholding Allowance Certificate

Department of the Treasury
Internal Revenue Service

OMB No. 1545-0074
2011

▶ Whether you are entitled to claim a certain number of allowances or exemption from withholding is subject to review by the IRS. Your employer may be required to send a copy of this form to the IRS.

1	Type or print your first name and middle initial. Last name	2	Your social security number
██████████████		███████████	

3 ☐ Single   ☒ Married   ☐ Married, but withhold at higher Single rate.

Note. If married, but legally separated, or spouse is a nonresident alien, check the "Single" box.

4 If your last name differs from that shown on your social security card, check here. You must call 1-800-772-1213 for a replacement card. ▶ ☐

5	Total number of allowances you are claiming (from line H above or from the applicable worksheet on page 2)	5	4
6	Additional amount, if any, you want withheld from each paycheck	6	S
7	I claim exemption from withholding for 2011, and I certify that I meet **both** of the following conditions for exemption.		

- Last year I had a right to a refund of all federal income tax withheld because I had **no** tax liability **and**
- This year I expect a refund of all federal income tax withheld because I expect to have **no** tax liability.

If you meet both conditions, write "Exempt" here . . . . ▶ 7

Under penalties of perjury, I declare that I have examined this certificate and to the best of my knowledge and belief, it is true, correct, and complete.

Employee's signature
(This form is not valid unless you sign it.) ▶ ██████████   Date ▶ 6/18/2011

8	Employer's name and address (Employer: ... ing to the IRS.)	9 Office code (optional)	10 Employer identification number (EIN)
Si Tanka University, Inc. 5000 S. Broadband Lane, Sioux Falls, SD 57108			47-2303186

AFFIDAVIT OF RESIDENCY

This is to verify that I ██████████ _____ am presently residing at
the following address:

Street Address:_██████████_____

City:_████_____ State: _██_____ Zip Code:_████_

██████████████████

Date:__2-6-2017_____

Form W-4 (2016)

Purpose. Complete Form W-4 so that your employer can withhold the correct federal income tax from your pay. Consider completing a new Form W-4 each year and when your personal or financial situation changes.

Exemption from withholding. If you are exempt, complete only lines 1, 2, 3, 4, and 7 and sign the form to validate it. Your exemption for 2016 expires February 15, 2017. See Pub. 505, Tax Withholding and Estimated Tax.

Note: If another person can claim you as a dependent on his or her tax return, you cannot claim exemption from withholding if your income exceeds $1,050 and includes more than $350 of unearned income (for example, interest and dividends).

Exceptions. An employee may be able to claim exemption from withholding even if the employee is a dependent, if the employee:

- Is age 65 or older,
- Is blind, or
- Will claim adjustments to income; tax credits; or itemized deductions, on his or her tax return.

The exceptions do not apply to supplemental wages greater than $1,000,000.

Basic instructions. If you are not exempt, complete the **Personal Allowances Worksheet** below. The worksheets on page 2 further adjust your withholding allowances based on itemized deductions, certain credits, adjustments to income, or two-earners/multiple jobs situations.

Complete all worksheets that apply. However, you may claim fewer (or zero) allowances. For regular wages, withholding must be based on allowances you claimed and may not be a flat amount or percentage of wages.

Head of household. Generally, you can claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals. See Pub. 501, Exemptions, Standard Deduction, and Filing Information, for information.

Tax credits. You can take projected tax credits into account in figuring your allowable number of withholding allowances. Credits for child or dependent care expenses and the child tax credit may be claimed using the **Personal Allowances Worksheet** below. See Pub. 505 for information on converting your other credits into withholding allowances.

Nonwage income. If you have a large amount of nonwage income, such as interest or dividends, consider making estimated tax payments using Form 1040-ES, Estimated Tax for Individuals. Otherwise, you may owe additional tax. If you have pension or annuity income, see Pub. 505 to find out if you should adjust your withholding on Form W-4 or W-4P.

Two earners or multiple jobs. If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one Form W-4. Your withholding usually will be most accurate when all allowances are claimed on the Form W-4 for the highest paying job and zero allowances are claimed on the others. See Pub. 505 for details.

Nonresident alien. If you are a nonresident alien, see Notice 1392, Supplemental Form W-4 Instructions for Nonresident Aliens, before completing this form.

Check your withholding. After your Form W-4 takes effect, use Pub. 505 to see how the amount you are having withheld compares to your projected total tax for 2016. See Pub. 505, especially if your earnings exceed $130,000 (Single) or $180,000 (Married).

Future developments. Information about any future developments affecting Form W-4 (such as legislation enacted after we release it) will be posted at www.irs.gov/w4.

Personal Allowances Worksheet (Keep for your records.)

A	Enter "1" for **yourself** if no one else can claim you as a dependent	A 1
B	Enter "1" if: { • You are single and have only one job; or • You are married, have only one job, and your spouse does not work; or • Your wages from a second job or your spouse's wages (or the total of both) are $1,500 or less. }	B 1
C	Enter "1" for your **spouse**. But, you may choose to enter "-0-" if you are married and have either a working spouse or more than one job. (Entering "-0-" may help you avoid having too little tax withheld.)	C 1
D	Enter number of **dependents** (other than your spouse or yourself) you will claim on your tax return	D 0
E	Enter "1" if you will file as **head of household** on your tax return (see conditions under **Head of household** above)	E
F	Enter "1" if you have at least $2,000 of **child or dependent care expenses** for which you plan to claim a credit	F 1
	(**Note:** Do not include child support payments. See Pub. 503, Child and Dependent Care Expenses, for details.)	
G	**Child Tax Credit** (including additional child tax credit). See Pub. 972, Child Tax Credit, for more information.	
	• If your total income will be less than $70,000 ($100,000 if married), enter "2" for each eligible child; then **less** "1" if you have two to four eligible children or **less** "2" if you have five or more eligible children.	
	• If your total income will be between $70,000 and $84,000 ($100,000 and $119,000 if married), enter "1" for each eligible child	G 1
H	Add lines A through G and enter total here. (**Note:** This may be different from the number of exemptions you claim on your tax return.) ▶	H 5

For accuracy, complete all worksheets that apply.	• If you plan to itemize or claim adjustments to income and want to reduce your withholding, see the **Deductions and Adjustments Worksheet** on page 2. • If you are single and have more than one job or are married and you and your spouse both work and the combined earnings from all jobs exceed $50,000 ($20,000 if married), see the **Two-Earners/Multiple Jobs Worksheet** on page 2 to avoid having too little tax withheld. • If neither of the above situations applies, stop here and enter the number from line H on line 5 of Form W-4 below.

---------- Separate here and give Form W-4 to your employer. Keep the top part for your records. ----------

Form W-4
Employee's Withholding Allowance Certificate

Department of the Treasury
Internal Revenue Service

OMB No. 1545-0074

2016

▶ Whether you are entitled to claim a certain number of allowances or exemption from withholding is subject to review by the IRS. Your employer may be required to send a copy of this form to the IRS.

1 Your first name and middle initial ■■■■■■ ■■■■■■■ y number

3	☐ Single ☑ Married ☐ Married, but withhold at higher Single rate.

Note: If married, but legally separated, or spouse is a nonresident alien, check the "Single" box.

4 If your last name differs from that shown on your social security card, check here. You must call 1-800-772-1213 for a replacement card. ▶ ☐

5	Total number of allowances you are claiming (from line H above or from the applicable worksheet on page 2)	5	5
6	Additional amount, if any, you want withheld from each paycheck	6	$

7 I claim exemption from withholding for 2016, and I certify that I meet **both** of the following conditions for exemption.

- Last year I had a right to a refund of **all** federal income tax withheld because I had **no** tax liability, and
- This year I expect a refund of **all** federal income tax withheld because I expect to have **no** tax liability.

If you meet both conditions, write "Exempt" here ▶ | 7 |

Under penalties of perjury, I declare that I have examined this certificate and to the best of my knowledge and belief, it is true, correct, and complete.

Employee's signature
(This form is not valid unless you sign it.) ■■■■■■

Date ▶ 9-12-2016

8 Employer's name and address (Employer: ■■■■■■)

Si Tanka University, Inc 5000 S. Broadband Lane, Sioux Falls
SD 57108

10 Employer identification number (EIN)
47-2303186

For Privacy Act and Paperwork Reduction Act Notice, see page 2. Cat. No. 10220Q Form **W-4** (2016)

AFFIDAVIT OF RESIDENCY

This is to verify that I _____█████████_____ am presently
residing at the following address:

Street Address:_██████████_____

City:___██████_____ State: _███_____ Zip Code: _████_____

████████████████████

Date:__2-6-2017_____

Form W-4 (2016)

Purpose. Complete Form W-4 so that your employer can withhold the correct federal income tax from your pay. Consider completing a new Form W-4 each year and when your personal or financial situation changes.

Exemption from withholding. If you are exempt, complete only lines 1, 2, 3, 4, and 7 and sign the form to validate it. Your exemption for 2016 expires February 15, 2017. See Pub. 505, Tax Withholding and Estimated Tax.

Note: If another person can claim you as a dependent on his or her tax return, you cannot claim exemption from withholding if your income exceeds $1,050 and includes more than $350 of unearned income (for example, interest and dividends).

Exceptions. An employee may be able to claim exemption from withholding even if the employee is a dependent, if the employee:

• Is age 65 or older,

• Is blind, or

• Will claim adjustments to income; tax credits; or itemized deductions, on his or her tax return.

The exceptions do not apply to supplemental wages greater than $1,000,000.

Basic instructions. If you are not exempt, complete the **Personal Allowances Worksheet** below. The worksheets on page 2 further adjust your withholding allowances based on itemized deductions, certain credits, adjustments to income, or two-earners/multiple jobs situations.

Complete all worksheets that apply. However, you may claim fewer (or zero) allowances. For regular wages, withholding must be based on allowances you claimed and may not be a flat amount or percentage of wages.

Head of household. Generally, you can claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals. See Pub. 501, Exemptions, Standard Deduction, and Filing Information, for information.

Tax credits. You can take projected tax credits into account in figuring your allowable number of withholding allowances. Credits for child or dependent care expenses and the child tax credit may be claimed using the **Personal Allowances Worksheet** below. See Pub. 505 for information on converting your other credits into withholding allowances.

Nonwage income. If you have a large amount of nonwage income, such as interest or dividends, consider making estimated tax payments using Form 1040-ES, Estimated Tax for Individuals. Otherwise, you may owe additional tax. If you have pension or annuity income, see Pub. 505 to find out if you should adjust your withholding on Form W-4 or W-4P.

Two earners or multiple jobs. If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one Form W-4. Your withholding usually will be most accurate when all allowances are claimed on the Form W-4 for the highest paying job and zero allowances are claimed on the others. See Pub. 505 for details.

Nonresident alien. If you are a nonresident alien, see Notice 1392, Supplemental Form W-4 Instructions for Nonresident Aliens, before completing this form.

Check your withholding. After your Form W-4 takes effect, use Pub. 505 to see how the amount you are having withheld compares to your projected total tax for 2016. See Pub. 505, especially if your earnings exceed $130,000 (Single) or $180,000 (Married).

Future developments. Information about any future developments affecting Form W-4 (such as legislation enacted after we release it) will be posted at www.irs.gov/w4.

Personal Allowances Worksheet (Keep for your records.)

A	Enter "1" for **yourself** if no one else can claim you as a dependent	A **1**
B	Enter "1" if: { • You are single and have only one job; or • You are married, have only one job, and your spouse does not work; or • Your wages from a second job or your spouse's wages (or the total of both) are $1,500 or less. }	B **1**
C	Enter "1" for your **spouse.** But, you may choose to enter "-0-" if you are married and have either a working spouse or more than one job. (Entering "-0-" may help you avoid having too little tax withheld.)	C **1**
D	Enter number of **dependents** (other than your spouse or yourself) you will claim on your tax return	D **0**
E	Enter "1" if you will file as **head of household** on your tax return (see conditions under Head of household above) . .	E
F	Enter "1" if you have at least $2,000 of **child or dependent care expenses** for which you plan to claim a credit . . .	F
	(**Note:** Do not include child support payments. See Pub. 503, Child and Dependent Care Expenses, for details.)	
G	**Child Tax Credit** (including additional child tax credit). See Pub. 972, Child Tax Credit, for more information. • If your total income will be less than $70,000 ($100,000 if married), enter "2" for each eligible child; then **less** "1" if you have two to four eligible children or **less** "2" if you have five or more eligible children. • If your total income will be between $70,000 and $84,000 ($100,000 and $119,000 if married), enter "1" for each eligible child . .	G
H	Add lines A through G and enter total here. (**Note:** This may be different from the number of exemptions you claim on your tax return.) ▶	H **4**

For accuracy, complete all worksheets that apply.	{	• If you plan to itemize or claim adjustments to income and want to reduce your withholding, see the **Deductions and Adjustments Worksheet** on page 2. • If you are single and have more than one job or are married and you and your spouse both work and the combined earnings from all jobs exceed $50,000 ($20,000 if married), see the **Two-Earners/Multiple Jobs Worksheet** on page 2 to avoid having too little tax withheld. • If neither of the above situations applies, **stop here** and enter the number from line H on line 5 of Form W-4 below.

- - - - Separate here and give Form W-4 to your employer. Keep the top part for your records. - - - -

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Form W-4	**Employee's Withholding Allowance Certificate**	OMB No. 1545-0074
Department of the Treasury Internal Revenue Service	▶ Whether you are entitled to claim a certain number of allowances or exemption from withholding is subject to review by the IRS. Your employer may be required to send a copy of this form to the IRS.	**2016**

3	☐ Single ☑ Married ☐ Married, but withhold at higher Single rate.
	Note: If married, but legally separated, or spouse is a nonresident alien, check the "Single" box.
4	If your last name differs from that shown on your social security card, check here. You must call 1-800-772-1213 for a replacement card. ▶ ☐

5	Total number of allowances you are claiming from line H above or from the applicable worksheet on page 2)	5	4
6	Additional amount, if any, you want withheld from each paycheck	6	$

7 I claim exemption from withholding for 2016, and I certify that I meet **both** of the following conditions for exemption.

• Last year I had a right to a refund of **all** federal income tax withheld because I had **no** tax liability, and

• This year I expect a refund of **all** federal income tax withheld because I expect to have **no** tax liability.

If you meet both conditions, write "Exempt" here . . . . ▶ | 7 |

Under penalties of perjury, I declare that I ▆▆▆▆▆▆▆▆▆▆ st of my knowledge and belief, it is true, correct, and complete.

Employee's signature
(This form is not valid unless you sign it.) ▶ ▆▆▆▆▆▆▆▆▆

Date ▶ 9-7-2016

8	Employer's name and address (Employer: Complete lines 8 and 10 only if sending to the IRS.)	9 Office code (optional)	10 Employer identification number (EIN)
Si Tanka University 5000 S Broadband Lane, Suite 123, Sioux Falls, SD 57108			47-2303186

For Privacy Act and Paperwork Reduction Act Notice, see page 2.   Cat. No. 10220Q   Form **W-4** (2016)

AFFIDAVIT OF RESIDENCY

This is to verify that I ████ _____ **am presently residing at the following address:**

Street Address: ████ _____

City: ████ _____ **State:** ██ _____ **Zip Code:** ██ _____

████

Date: __2-7-2017_____

Form W-4 (2010)

Purpose. Complete Form W-4 so that your employer can withhold the correct federal income tax from your pay. Consider completing a new Form W-4 each year and when your personal or financial situation changes.

Exemption from withholding. If you are exempt, complete only lines 1, 2, 3, 4, and 7 and sign the form to validate it. Your exemption for 2010 expires February 16, 2011. See Pub. 505, Tax Withholding and Estimated Tax.

Note. You cannot claim exemption from withholding if (a) your income exceeds $950 and includes more than $300 of unearned income (for example, interest and dividends) and (b) another person can claim you as a dependent on his or her tax return.

Basic instructions. If you are not exempt, complete the Personal Allowances Worksheet below. The worksheets on page 2 further adjust your withholding allowances based on itemized deductions, certain credits, adjustments to income, or two-earners/multiple jobs situations.

Complete all worksheets that apply. However, you may claim fewer (or zero) allowances. For regular wages, withholding must be based on allowances you claimed and may not be a flat amount or percentage of wages.

Head of household. Generally, you may claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals. See Pub. 501, Exemptions, Standard Deduction, and Filing Information, for information.

Tax credits. You can take projected tax credits into account in figuring your allowable number of withholding allowances. Credits for child or dependent care expenses and the child tax credit may be claimed using the Personal Allowances Worksheet below. See Pub. 919, How Do I Adjust My Tax Withholding, for information on converting your other credits into withholding allowances.

Nonwage income. If you have a large amount of nonwage income, such as interest or dividends, consider making estimated tax payments using Form 1040-ES, Estimated Tax for Individuals. Otherwise, you may owe additional tax. If you have pension or annuity income, see Pub. 919 to find out if you should adjust your withholding on Form W-4 or W-4P.

Two earners or multiple jobs. If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one Form W-4. Your withholding usually will be most accurate when all allowances are claimed on the Form W-4 for the highest paying job and zero allowances are claimed on the others. See Pub. 919 for details.

Nonresident alien. If you are a nonresident alien, see Notice 1392, Supplemental Form W-4 Instructions for Nonresident Aliens, before completing this form.

Check your withholding. After your Form W-4 takes effect, use Pub. 919 to see how the amount you are having withheld compares to your projected total tax for 2010. See Pub. 919, especially if your earnings exceed $130,000 (Single) or $180,000 (Married).

Personal Allowances Worksheet (Keep for your records.)

A	Enter "1" for **yourself** if no one else can claim you as a dependent	A __1__
B	Enter "1" if: { • You are single and have only one job; or • You are married, have only one job, and your spouse does not work; or • Your wages from a second job or your spouse's wages (or the total of both) are $1,500 or less. }	B __1__
C	Enter "1" for your **spouse.** But, you may choose to enter "-0-" if you are married and have either a working spouse or more than one job. (Entering "-0-" may help you avoid having too little tax withheld.)	C __1__
D	Enter number of **dependents** (other than your spouse or yourself) you will claim on your tax return	D __0__
E	Enter "1" if you will file as **head of household** on your tax return (see conditions under Head of household above)	E __1__
F	Enter "1" if you have at least $1,800 of **child or dependent care expenses** for which you plan to claim a credit (**Note.** Do not include child support payments. See Pub. 503, Child and Dependent Care Expenses, for details.)	F ____
G	**Child Tax Credit** (including additional child tax credit). See Pub. 972, Child Tax Credit, for more information. • If your total income will be less than $61,000 ($90,000 if married), enter "2" for each eligible child; then **less** "1" if you have three or more eligible children. • If your total income will be between $61,000 and $84,000 ($90,000 and $119,000 if married), enter "1" for each eligible child plus "1" **additional** if you have six or more eligible children.	G __1__
H	Add lines A through G and enter total here. (Note. This may be different from the number of exemptions you claim on your tax return.) ▶	H __5__

For accuracy, complete all worksheets that apply. {
- If you plan to itemize or claim adjustments to income and want to reduce your withholding, see the **Deductions and Adjustments Worksheet** on page 2.
- If you have more than one job or are married and you and your spouse both work and the combined earnings from all jobs exceed $18,000 ($32,000 if married), see the Two-Earners/Multiple Jobs Worksheet on page 2 to avoid having too little tax withheld.
- If neither of the above situations applies, stop here and enter the number from line H on line 5 of Form W-4 below.
}

-------------------------------- Cut here and give Form W-4 to your employer. Keep the top part for your records. --------------------------------

Form W-4

Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

OMB No. 1545-0074

2010

▶ Whether you are entitled to claim a certain number of allowances or exemption from withholding is subject to review by the IRS. Your employer may be required to send a copy of this form to the IRS.

1 Type or print your first name and middle initial	Last name	2 Your social security number
■■■■■■■■■■■■■■		■■■■■■■■

3 ☐ Single ☑ Married ☐ Married, but withhold at higher Single rate.
Note. If married, but legally separated, or spouse is a nonresident alien, check the "Single" box.

4 If your last name differs from that shown on your social security card, check here. You must call 1-800-772-1213 for a replacement card. ▶ ☐

5	Total number of allowances you are claiming (from line H above **or** from the applicable worksheet on page 2)	5	5
6	Additional amount, if any, you want withheld from each paycheck	6	$ 0
7	I claim exemption from withholding for 2010, and I certify that I meet **both** of the following conditions for exemption. • Last year I had a right to a refund of **all** federal income tax withheld because I had **no** tax liability **and** • This year I expect a refund of **all** federal income tax withheld because I expect to have **no** tax liability. If you meet both conditions, write "Exempt" here. ▶	7	

Under penalties of perjury, I declare that I ■■■■■■■■■■ or my knowledge and belief, it is true, correct, and complete.

Employee's signature
(Form is not valid unless you sign it.) ▶ ■■■■■■■■■■

Date ▶ 8-11-10

8 Employer's name and address (Employer: Complete lines 8 and 10 only if sending to the IRS.)	9 Office code (optional)	10 Employer identification number (EIN)
Si Tanka University, Inc., 5000 S. Broadband Lane, Sioux Falls, SD 57108	47	2303186

For Privacy Act and Paperwork Reduction Act Notice, see page 2.   Cat. No. 10220Q   Form **W-4** (2010)

Finding 2, Section 3-1-303(d), page 10

Narrative 2: Once it was pointed out that undergraduate students had not provided Si Tanka with proof they had received a high school diploma or its equivalent, the staff took immediate action. We emailed each student and attached an Affidavit requesting they fill the affidavit out, sign and date it and either bring it when they came to class or mail it to Si Tanka. We told the students the original would be kept in their file and we gave them a copy. Beginning with the Spring 2017 term the Admissions and Registrar's offices will make sure the student files have documentation that each undergraduate has a high school diploma or its equivalent. Copies of the email and affidavits have been uploaded as documentation.

Supporting Document 2: Email to students & signed and dated affidavits.

Dear Student,

It has been brought to our attention that your Si Tanka University file does not contain a copy of your high school diploma. If you do not have an official copy to bring to us, please print out the attached affidavit, read it and contact ███████ Registrar at Si Tanka University, if you have any questions. If you do not have any questions, please print your full name on the first line, sign where it says, "Student signature" then date the affidavit. Please send it to Si Tanka University at 5000 S. Broadband Ln, Suite 123, Sioux Falls, SD 57108 or bring the affidavit when you come to class.

Thank you for your co-operation

Sincerely yours

███████

Registrar

Si Tanka University

HIGH SCHOOL GRADUATION AFFIDAVIT

I ████████████████████_____, swear, under penalty of law,
(Name of Student)

that I have graduated from high school and possess a high school diploma.

████████████████ _____   2/10/17
Student Signature   Date

Si Tanka University

HIGH SCHOOL GRADUATION AFFIDAVIT

I ████████████_____, swear, under penalty of law,
(Name of Student)

that I have graduated from high school and possess a high school diploma.

████████████ _____

Student Signature

2/8/17

Date

Si Tanka University

HIGH SCHOOL GRADUATION AFFIDAVIT

I ██████████████████████, swear, under penalty of law,

       (Name of Student)

that I have graduated from high school and possess a high school diploma.

██████████████

Student Signature

2-7-17

Date

Si Tanka University

HIGH SCHOOL GRADUATION AFFIDAVIT

I ███████████████████████████, swear, under penalty of law,
(Name of Student)

that I have graduated from high school and possess a high school diploma.

███████████████████████

_____   2/6/17
Student Signature   Date

Si Tanka University

HIGH SCHOOL GRADUATION AFFIDAVIT

I ▇▇▇▇▇▇▇▇▇▇▇▇▇▇▇▇ , swear, under penalty of law,

(Name of Student)

that I have graduated from high school and possess a high school diploma.

▇▇▇▇▇▇▇▇▇▇▇▇▇

Student Signature

2 -6- 17

Date

Si Tanka University

HIGH SCHOOL GRADUATION AFFIDAVIT

I ███████████████████, swear, under penalty of law,

(Name of Student)

that I have graduated from high school and possess a high school diploma.

████████████████

Student Signature

_2-5-17_

Date

Si Tanka University

HIGH SCHOOL GRADUATION AFFIDAVIT

I ██████████████████████████████, swear, under penalty of law,

(Name of Student)

that I have graduated from high school and possess a high school diploma.

████████████████████████

Student Signature

_2-6-17_

Date

Si Tanka University

HIGH SCHOOL GRADUATION AFFIDAVIT

I ██████████████████████████ , swear, under penalty of law,

(Name of Student)

that I have graduated from high school and possess a high school diploma.

██████████████████   2-6-17

Student Signature   Date

Si Tanka University

HIGH SCHOOL GRADUATION AFFIDAVIT

I ███████████████████ _____, swear, under penalty of law,

(Name of Student)

that I have graduated from high school and possess a high school diploma.

███████████████ ___   _____2-6-17_____

Student Signature   Date

Si Tanka University

HIGH SCHOOL GRADUATION AFFIDAVIT

I ███████████████, swear, under penalty of law,
(Name of Student)

that I have graduated from high school and possess a high school diploma.

███████████████

_____   2-6-17
Student Signature   _____
                                              Date

Si Tanka University

HIGH SCHOOL GRADUATION AFFIDAVIT

I ███████████████████, swear, under penalty of law,
(Name of Student)

that I have graduated from high school and possess a high school diploma.

████████████████   2-7-17

Student Signature   Date

Si Tanka University

HIGH SCHOOL GRADUATION AFFIDAVIT

I ███████████████████, swear, under penalty of law,
(Name of Student)

that I have graduated from high school and possess a high school diploma.

████████████████   2-7-17

Student Signature   Date

Si Tanka University

HIGH SCHOOL GRADUATION AFFIDAVIT

I ████████_____, swear, under penalty of law,
(Name of Student)

that I have graduated from high school and possess a high school diploma.

████████_____   _2 - 7 - 17_

Student Signature   Date

Si Tanka University

HIGH SCHOOL GRADUATION AFFIDAVIT

I ███████████████ , swear, under penalty of law,
(Name of Student)

that I have graduated from high school and possess a high school diploma.

███████████████   2-7-17

Student Signature   Date